

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X067

School Name:

P.S. 067 MOHEGAN SCHOOL

Principal:

JEFFREY SANTIAGO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Mohegan School CS 67 School Number (DBN): 12X67
Grades Served: Pre-K-5
School Address: 2024 Mohegan Avenue, Bronx, NY 10460
Phone Number: 718-823-4101 Fax: 718-823-4105
School Contact Person: Jeffrey Santiago Email Address: JSantia7@schools.nyc.gov
Principal: Jeffrey Santiago
UFT Chapter Leader: Lorraine Brown
Parents' Association President: Amanda Cruz
SLT Chairperson: Lorraine Brown
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tanya Negron
Student Representative(s):

District Information

District: 12 Superintendent: Rafaela Espinal-Pacheco
Superintendent's Office Address: 1970 West Farms Rd. 10460
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-826-7778

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeffrey Santiago	*Principal or Designee	
Lorraine Brown	*UFT Chapter Leader or Designee	
Amanda Cruz	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dorne Carrington Peters	Member/UFT	
Adrienne Jackson	Member/ UFT	
Georgia Taft Shivers	Member/ UFT	
Ana Veguilla Rodriguez	Member/ UFT	
	Member/ UFT	
Mercedes Vasquez	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chenoa Petties	Member/ Parent	
Courtney Wood	Member/ Parent	
Tanya Negron	Member/ Parent	
Annie James	Member/ Parent	
	Member/ Parent	
	Member/ Parent	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mohegan School is an elementary school with 672 students from pre-kindergarten through grade 5. The school serves a population comprised of 25% Black, 74% Hispanic, and 1% Asian students. The student body includes 10% English language learners and 20% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average student attendance rate for the school year 2014-2015 was 90% and teacher attendance rate was 97%. The Principal is starting his fourth year as the Principal.

The school shares its space with x372 Wildlife Conservation School, admission is zoned.

Mohegan school's mission is :To provide all of our students with a safe and nurturing environment where the whole child is developed. Through rigorous instruction and attention to detail, we pride ourselves in the creation of life-long learners. We believe children learn best through modeling and student-to-student discussion. Ultimately it is our collaboration and united front in administering these beliefs that will enable students to reach the academic goals that will drive their success.

In addition to Network support the school has a wide range of strategic collaborations and partnerships including:

- Phipps Program to reinforce character building.
- Bronx Lebanon in school service to provide mental health support
- Fordham University, ELL support
- Cambridge Education, PD for leadership coaching
- Generation Ready for teacher support

One of the main strengths of the school is collaboration between students, staff, parents and the school leaders.

The staff will continue to work well together and have embraced the Common Core Learning Standards and Instructional Shifts. We have adopted CCLS aligned curricular programs which support our Curriculum Maps, Units of Study, Performance Tasks and an extensive range of after school programs to meet the needs of all students.

The leadership and faculty reflect and refine curricula to ensure high order thinking and integrate non-fiction and fiction into all core subjects. Teacher teams use data from student work products and assessments to determine how to revise and modify the curriculum maps, so all students improve academically.

Leaders communicate high expectations through utilizing the Danielson Framework. Leaders provide specific feedback and action plans to teachers which is reflected in improvement of student work products and benchmark assessments. In addition to all staff actively participating in a wide range of Professional Development programs many teachers have willingly assumed leadership roles and facilitate in-house professional development activities.

The school is in good standing; the leadership team's high expectations are well- communicated to staff and students, both the effectiveness of teaching and learning and how well the school assesses what the students are learning are rated as good.

Parents are encouraged to actively participate in the life of the school. They serve on the School Leadership Team, Parent Association, and Title I Parent Committee, as trained volunteers and are welcomed as valued members of our school community.

However, the school faces a number of challenges including:

- improving the academic achievement of all students, especially in math where the improvement on the State math test in 2015 was poor.
- establishing inquiry teams that build on the existing extensive data collection and analysis by the school leaders and faculty which focuses on the bottom third ranking students and ELL's and SWD's, to incorporate similar data analysis for high and middle achievers and identify enrichment activities which enhance academic achievement for all students,
- utilizing tools such as MYON, formal and informal assessments are used to analyze student performance trends to identify differentiated goals and activities for students of various subgroups in all classrooms,

- enhancing student's engagement in ambitious intellectual activity and developing critical thinking that will enable them to become lifelong learners, and
- building on the good working relationships between staff to establish a collaborative development community that promotes learning opportunities for parents, students and staff members.

The school has identified the following key areas of focus for 2015-2016:

- improving the academic achievement of all students in the State ELA and math tests
- increasing positive social interactions as measured by a decrease in Online Occurrence Reports
- establishing a collaborative professional development community that promotes learning opportunities for all staff members
- developing a cadre of grade and subject teacher leaders who take an active role in instructional leadership
- increasing parent involvement in a wide range of activities including parent and community workshops and activities, school-wide programs, and Parent Association meetings.

12X067 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	656	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		89.4%	% Attendance Rate	89.8%
% Free Lunch		84.4%	% Reduced Lunch	0.6%
% Limited English Proficient		9.4%	% Students with Disabilities	20.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	24.3%
% Hispanic or Latino		74.3%	% Asian or Native Hawaiian/Pacific Islander	0.6%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.18	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		7.6%	Mathematics Performance at levels 3 & 4	12.1%
Science Performance at levels 3 & 4 (4th Grade)		62.5%	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	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		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		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

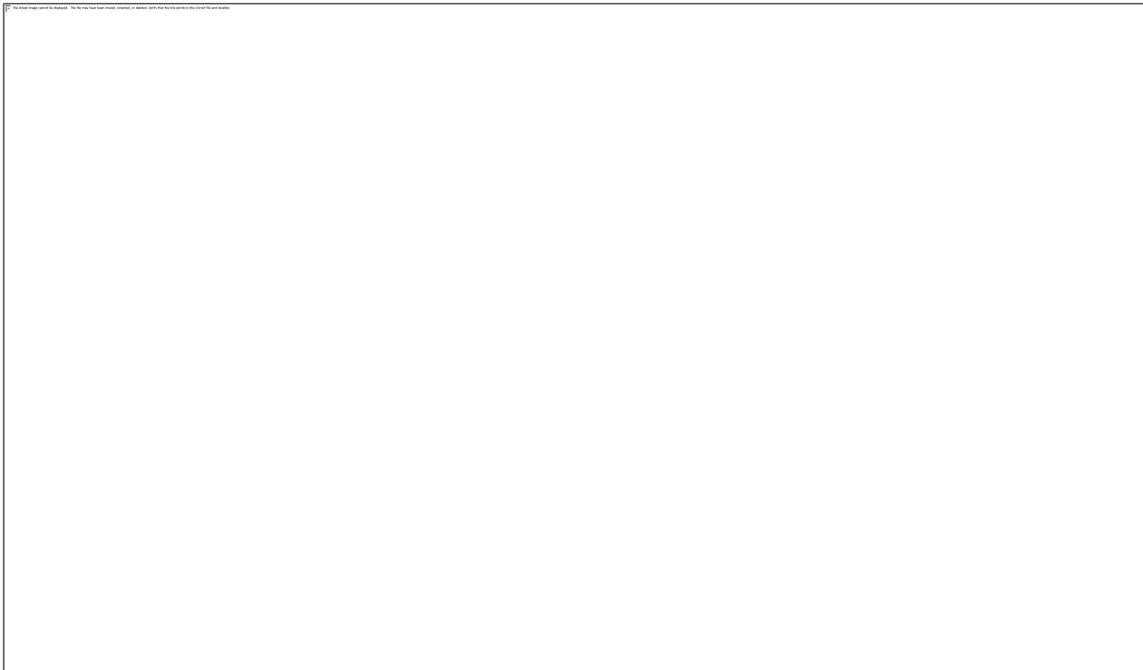
Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Based on the 2014-2015 state ELA and math assessments, CS 67 has identified the following performance trends

Percent of Students Scoring at Levels 1-4 ELA State Assessment 2014-2015



Percent of All Students Scoring Levels 1-4 (grades 3-5)

Level	State2015	District 2015	CS 67 2014	CS 67 2015
1	34 %	52%	54%	52%
2	35%	36%	37%	37%
3	22%	10%	7%	11%
4	9%	2%	1%	0

Percent of Students Scoring at Levels 1-4 Math State Assessment 2014-2015



Percent of All Students Scoring Levels 1-4 (grades 3-5)

Level	State2015	District 2015	CS 67 2014	CS 67 2015
1	31 %	55%	52%	49%
2	31%	31%	36%	38%
3	22%	11%	10%	11%
4	16%	4%	3%	2%

According to the most recent Quality Review findings:

*Units of study include rigorous tasks that promote critical thinking skills for all students including ELLs and students with disabilities.

*Teachers review data and student work products to refine unit plans and lessons.

*Students self-assess their work by using age-appropriate checklists and teacher-created rubrics to self-assess their work. Teachers use the rubrics to score students and set high expectations.

After a comprehensive view of PS 67’s academic program, we identified the following strengths:

- The school integrates Common Core Learning Standards (CCLS) tasks and the Instructional Shifts into English Language Arts (ELA), math, science and social studies curricula. Units are driven by standard based objectives and activities. Units have been revised to ensure multiple sources and text based responses through daily and weekly assignments.
- Teacher teams use unit assessments and formative assessments to make decisions on how to revise and modify the curriculum maps and provide differentiated activities, so all students have access to the curriculum.

- Teachers use common rubrics, reading assessments, baselines and benchmarks that are aligned to both the CCLS and Department of Education instructional shifts for both math and ELA to drive differentiated instruction.
- Teachers are using guided reading instructional strategies to engage students on their reading levels and engage in rigorous questions and discussions.
- Teachers provide actionable and rubric specific feedback to all students through a “grow”, and “glow” statement. Teachers also include a “how to”, so students are provided with specific next steps.

After a comprehensive view of PS 67’s academic program, we identified the following weaknesses:

- The instructional focus of P.S. 67 is to increase student discussions and rigorous questions. There is evidence of high-leveled student discussions and high order questions. Students need to continue to take ownership of discussions and formulate their own questions.

Staff at P.S. 67 are working towards utilizing data to drive differentiated instruction and providing various entry points during each lesson.

Part 2 – Annual Goal

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

By June 2016, students will demonstrate growth according to state standards in ELA & Mathematics as measured by a 4% increase in the percentage of students who moved from a level 1 to a level 2 on the state exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE-Students with Interrupted Formal Education, STH-Students in Temporary Housing). • 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?</p>
<p>The school wide inquiry team will continue to work together on a need of P.S. 67 and communicate the goals and strategies to all teacher teams. Based on the 2014-2015 state exam data, teachers will target small groups of students. Instruction will be based on making inferences/drawing conclusions. We will assess the progress through constructive responses and multiple choice questions.</p>	<p>All students including: SWD's ELL's Students who ranked in the bottom third, middle and high ranking students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals Implementers: Dean Social Worker Parent Coordinator Classroom Teachers Guest Speakers</p>
<p>We will continue using MYON, which is an online program that personalizes reading for students. Through myON, students will practice reading comprehension and fluency skills. Students will also have access to I-Ready to also increase their reading comprehension and provide individualized instruction. I-Ready will provide diagnostics to drive differentiated instruction based on Common Core Learning Standards.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals Implementers: Dean Social Worker Parent Coordinator Classroom Teachers</p>
<p>Teacher teams will continue to write and revise ELA and Mathematic units. After this year's unit reflections, the administration and faculty have decided to include more multiple sources into each unit to ensure differentiated activities and lessons.</p>	<p>All Students Looking at ELL's, SWD's, Temporary Housing, and High Achievers</p>	<p>September 2015-June 2016</p>	<p>Principal Assistant Principals Classroom Teachers</p>

We will continue to offer an afterschool math and literacy program that will focus promoting academic growth and continued rigorous instruction for grades 3-5. During this time, teachers will administer a baseline and benchmark to strategically group and track student progress. Students will also have access to I-ready to ensure skill-based individual instruction.	Pushables” and “Slippables”	September 2015-June 2016	Principal Assistant Principals Classroom Teachers
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
I-Ready will be utilized in the afterschool program along with READY workbooks. Both programs are Common Core aligned and provide rigorous instruction. I-Ready provides access to leveled texts and individual instruction. I-Ready includes adaptive diagnostics that help to show gaps, and what students can do and provides next steps for instruction. I-Ready can also be used to form small groups and target instruction and differentiated next steps.										
*Achieve 3000 will be used to provide leveled texts for inquiry team instructional time. Teachers will also use EngageNY.org to provide grade leveled texts.										
*Access to myON will be provided to all students. myON is an online reading program with over 4,000 books. Students take an assessment when they first sign on and are then assigned texts at their level. The books help build students’ reading levels. Based on comprehension questions at the end of each book, students will either move up a level or stay on the same level..										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
In February, a CCLS aligned simulation in ELA and Mathematics will be administered to all grades. We will be expecting to see a 1-2% increase of levels that have moved from level 1. Teacher teams and school administrators will analyze the assessments in order to adjust instruction, evaluate teaching strategies, implement new strategies and differentiate instruction.									
A second simulation will be administered mid-March with the expectation of at least another 2% increase in the level 2 from level 1. The IReady online student assessment for ELA and Math will be administered every 8 weeks as a progress monitoring tool. This data will be analyzed during grade level team meetings.									
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.									

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

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

Part 1 – Needs Assessment

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

Findings will differ once the 2014-2015 School Survey is available for review)

According to the 2014-2015 New York City School Survey, 91% of teachers either agree or strongly agree that P.S. 67 staff create a culture that encourages students to support one another and provides for their social and emotional growth within the classrooms. 74% of teachers agree that the culture to support one another and provide for social and emotional growth continues in the hallways, bathrooms, and the cafeteria of the school.

According to the 2014-2015 Incident Level and Infraction Summary, there are currently 72 incidents. During the 2013-2014 School Year, there were a total of 111 incidents. We have exceeded our 2014-2015 goal of decreasing incidents by 10%. We will continue to decrease the number of total incidents as well as level 3 and 4 infractions.

After a comprehensive view of PS 67’s’ academic program, we identified the following strengths:

- School leaders and the staff communicate expectations through parent workshops based on academic supports, anti-bullying prevention and social-emotional supports.
- The integration of project based learning opportunities creates challenging (DOK 4) and authentic experiences for students.
- The instructional focus of student discussions and rigorous questions helps establish a supportive environment where students are able to engage in discussion, explain their thinking and respond to their classmates thoughts and ideas.
- According to the 2013-2014 School Survey, 95% of the parents who responded to the survey believe their child is safe at the school.

After a comprehensive view of PS 67’s academic program, we identified the following weaknesses:

- Educate staff, parents, and students as to what bullying is and what it is not.

Implement Positive Behavior Supports in classrooms and common areas of the school.

Part 2 – Annual Goal

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

By June 2016, students will demonstrate an increase in positive social interactions as measured by a 10% decrease in Online Occurrence Reports of level 1 through 5 incidents occurring in the classrooms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) 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?</p>
<p>P.S. 67 will continue to implement School Wide Positive Behavior interventions and supports</p> <p>P.S. 67 will continue to implement a series of Bully Prevention activities through class presentations , including student-led presentations, assembly programs and parent workshops using the PBIS bully prevention curriculum.</p> <p>P.S. 67 will continue to adopt the Six Pillars of Character to teach and model positive social behaviors.</p> <p>A series of Character Education lessons in classrooms will continue throughout all grades. Guest speakers will be invited to participate in Character Education assemblies such as the NED show.</p> <p>Character Education lessons will be translated for ELL's.</p> <p>PHIPPS Boys and Girls Club will reinforce character building during the extended day.</p> <p>The Bronx Lebanon in school service will continue to provide mental health support.</p>	<p>Teachers and Staff</p> <p>The entire school community</p> <p>Students and Parents</p>	<p>September 2015-June 2016</p>	<p>Point Person: Assistant Principals</p> <p>Implementers: Dean Social Worker Parent Coordinator Classroom Teachers Guest Speakers</p>

<p>Professional Development</p> <p>Professional Learning Sessions will address PBIS and classroom management strategies. “Teach Like a Champion” will support some school wide classroom management strategies.</p> <p>The Dean and the School Social Worker will continue to inform the staff on “Respect for All” learning activities.</p> <p>P.S. 67 will continue providing professional development for all teacher teams on the Respect for All curriculum, PBIS intervention strategies, Six Pillars of Character Education Framework and the Bully Prevention Plan outlined by the school.</p> <p>Mentors will support new teachers in using a social-emotional learning framework to create a positive, productive and equitable classroom environment of safety, respect and rapport.</p> <p>Mentors will help teachers establish equity through differentiated instructions, the use of multiple entry points, and feedback.</p>	<p>Teachers</p> <p>Staff Members</p>	<p>September 2015-June 2016</p>	<p>Point Persons and Implementers:</p> <p>Assistant Principals</p> <p>Dean</p> <p>Social Worker</p>
<p>Teachers will provide opportunity for student discussions through a “think, pair, share” and cooperative learning groups. Students will engage in academic discourse and be encouraged to challenge themselves. Tier 3 supports will continue help manage students emotions, and develop self-regulation strategies.</p>	<p>All Students:</p> <p>General Education</p> <p>Students with Learning Disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Point Persons:</p> <p>Assistant Principals</p> <p>Implementer</p> <p>Teacher</p> <p>Dean</p> <p>Social Worker</p>
<p>The school social worker will continue working with students one-on-one and in small groups who are experiencing behavioral difficulties.</p> <p>The Parent Coordinator, along with administration will organize a “Career Day” where community members will model positive behaviors and discuss academic achievements. Students will have a chance to ask questions and engage in conversations regarding positive character traits that help prepare students to be college and career ready.</p> <p>In order to encourage positive behavior, students will have a chance to apply for school community jobs. Through these school “jobs”, students will learn about the responsibilities and career ready behaviors.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Point Persons:</p> <p>Assistant Principals</p> <p>Implementers:</p> <p>Classroom Teachers</p> <p>Deans</p> <p>Social Worker</p> <p>Parent Coordinator</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.

The Dean and Social Worker will continue to conduct interclass presentations, assembly programs, student focus groups, parent outreach, and provide professional development to staff. The Parent Coordinator will conduct parent workshops.

Administration and staff will continue to hold Movie Nights and other activities to promote positive behavior and promote family engagement.

Scheduling and appointments for “Career Day”

Teachers will be provided with the PBIS Framework to teach pro-social behaviors and promote social emotional growth. PBIS Bully Prevention curriculum to inform classroom presentations and RFA curriculum to connect diversity.

Scheduling of classroom visits and assembly programs

Professional Development for staff during scheduled PD time

Grade specific assembly presentations, bi-weekly

Forty minute classroom presentations one time per week per grade

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

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

Part 5 – Progress Monitoring

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

In order to monitor the schools effectiveness of the strategies being implemented, surveys will be administered to students, and teachers. Progress monitoring will also be conducted, three times a year, through an analysis of OORs reports.

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

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

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

Part 1 – Needs Assessment

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

Based on the 2014-2015 Quality Review Report, we obtained a rating of Proficient on 4.2 based on:

- The Inquiry team meets weekly to analyze student work, ensure implementation of CCLS and develop academic action plans for each student discussed in the meetings.
- Grade level teacher teams meet weekly to engage in professional collaboration where they review student work and discuss how to improve pedagogy.
- Professional development committee meetings serve as a platform for teacher leaders to share their instructional ideas. Additionally, teachers have a voice in school-wide instructional decisions, such as topics for professional development and curricular choices.

The following areas were identified as an area for improvement:

- Increase the use of inquiry based protocols and tools to support teacher teams in analyzing student work and identifying individual student needs to provide academic support.
- Provide differentiated professional learning opportunities for new teachers to develop and refine their practice and provide an avenue for new teachers to collaborate with colleagues on best practices.
- The use of teacher observation reports to provide differentiated learning opportunities and supports based on domains identified in need of improvement.

Professional learning sessions were primarily conducted by administrators and consultants. There is a need to involve more teachers in leading professional learning sessions.

The Elementary School Quality Snapshot for P.S. 067 Mohegan School rates:

- How well the teachers work with each other as good
- How clearly are high expectations communicated to students and staff as good

In June 2014 we received initial results of our students’ performance on the New York State 2014 English Language Arts (NYS ELA) exam which indicated a decrease in students performing at levels 3 and 4. The principal met with the school’s grade leaders and other staff members to discuss the option of another reading program. Staff members unanimously selected the revised Reading Streets (now aligned to the CCLS) to replace the current ReadyGen reading program for school year 2014-2015. Many classroom teachers voiced previous success with the Reading Street program and their confidence in its ability to address all components of a Balanced Literacy Program. ReadyGen was implemented during 2013-2014 with mixed results based on the unit exams and performance based assessments administered throughout the year. Teachers in grades 3 – 5 found the level of challenge of the performance based assessments administered at the end of each ReadyGen unit did not increase. They looked for materials that would prepare students for the newly aligned Common Core Learning Standard state exams to give students much needed exposure to greater rigor. Our teachers believe the revised Reading Street program will provide them with the rigor and meet the instructional shifts outlined in the Common Core Learning Standards.

The current New York State Education report (2014-2015) showed a slight increase (8.4% to 11.6%) in our student’s reading and writing performance levels on the spring 2015 exams. We are presently writing and implementing units of study on each grade as teachers and administrators work together to design a curriculum for our 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, leverage collaborative professional learning community that promotes learning opportunities for all staff members, including their active participation in inquiry teams, which will support the achievement of a 3-5% increase in the percentage of students at level 3 or level 4 as measured by the NYS ELA and Math exams and/or Local Measure of Student Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Participate in the New Teacher Center (NTC) program to train, support and retain new teachers. Mentors will meet with new teachers 60-90 minutes per week to support their planning, and their student learning.	New Teachers	September 2015-June 2016	School Administrators, Teacher Mentors, Coaches
Expand inquiry based practices throughout the school during teacher team meetings. Teacher teams will analyze student work, make adjustments to instruction, and create data action plans. Through the student work protocol, teachers will provide targeted instruction for all students.	All Teachers	September 2015-June 2016	School Administrators
Administrators will meet monthly to analyze Advance data in order to plan differentiated learning sessions.	Assistant Principals	September 2015-June 2016	Principal
Reflect and refine curricula at the end of each unit to ensure access for all learners.	Teacher Teams	September 2015-June 2016	School Administrators

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.

- Classroom teachers, paraprofessionals, administrators
- Substitute teachers
- Instructional materials (iReady, Engage NY, Ready ELA, Ready Math, Crosswalks ELA, Crosswalks Math)
- Continued training on Danielson, Framework for Great Schools

- Generation Ready consultants, NTC personnel, Cambridge consultant
- Inquiry team
- Schedules to provide mentor with time to meet mentees and inquiry members to work with students
- Educational Leadership articles

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

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

Part 5 – Progress Monitoring

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

We will continue to use our extended day on Mondays to provide and participate in professional learning from September 2015 through June 2016. We have also designated alternate Tuesdays to look at current Data to identify trends, plan re-teach lessons and re-assessments.

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

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

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

Part 1 – Needs Assessment

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

The most recent Quality Review identified that:

- the school leadership makes strategic organizational and instructional decisions that support data informed goals
- school leaders and faculty ensure that assessments are aligned to curricula and that student outcomes are continuously analyzed to assess team and class practices and strategies
- the leadership uses short cycles of observations to evaluate effectiveness of professional development, through the analysis of student outcomes
- professional development and team collaborations promote opportunities for leadership development, and reflective practices enable teachers to continuously review and revise teaching strategies and practices to increase student achievement

Further analysis and discussion identified the following strengths:

- The leadership and faculty reflect on and refine curricula to ensure high order thinking and integrate non-fiction and fiction into all core subjects.
- Teacher teams use data from student work products and assessments to determine how to revise and modify the curriculum maps, so all students improve academically.
- The leadership and faculty at P.S. 67 provides opportunities for professional development, class inter-visitations, modeling of diverse strategies by coaches, consultants and administrators to set high standards and improve instruction.
- Leaders at P.S. 67 communicate high expectations through utilizing the Danielson Framework. Leaders provide specific feedback and action plans to teachers which are reflected in improvement of student work products and benchmark assessments.

However, according to Elementary School Quality Snapshot only 84% of teachers agreed that leaders place a high priority on the quality of teaching. This figure is below both the City Average (92%) and the District Average (93%).

Priority Need

- To address the perception of the small minority of staff that that do not agree that the school leaders place a high priority on the quality of teaching.
- To build a cadre of teacher leaders by providing PD support and training on a range of issues including:
 - Leading effective meetings
 - Leading and managing teams of teachers
 - Using Inquiry teams that support the Effective use of data

To provide PD coaching and mentoring for school leaders, including teacher leaders on Effective Classroom Observation and providing reflective feedback for all staff

Part 2 – Annual Goal

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

By June 2016 the school will reduce the number of grade and subject teachers who receive an Ineffective rating in the area of professional responsibility from 3-10% (2/60 teachers) to 10% (6/60 teachers). This group of teachers will demonstrate their role as instructional leaders through receiving Effective ratings in at least in 50% of their observation reports. Implicit in teachers’ effective rating is the consistent effective instruction students receive which results in increased student achievement on NYS summative exams in ELA and Math.

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?</p>
<p>Provide PD on inquiry mind set – consistent data analysis and effective use</p>	<p>Grade level and subject teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Cambridge Education, Fordham University Generation Ready</p>
<p>Provide opportunities for new teachers to meet with their mentor to discuss practice as well as visit classrooms during instruction to view best practices – NTC trainings</p>	<p>Grade level and subject teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, Generation Ready, Cambridge Education, NTC</p>
<p>Provide on-going PD on curriculum design using UDL strategies to allow students in our subgroups (ELLs, SWDs, Students in Temporary Housing and Gifted and Talented) greater access to learning and extend that learning</p>	<p>Grade level teachers, subject teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, Generation Ready, Cambridge Education, NTC</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.

PD support and coaching from:

- The Network
- Cambridge Education
- Generation Ready
- New Teacher Center
- Fordham University
- Leadership books for staff discussion

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

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

Part 5 – Progress Monitoring

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

The leadership team will review teacher observation reports throughout the year:

1. November 2015 – to analyze and assess professional responsibility data from observations reports and work samples in student portfolios

Identify number of students who have been recognized as ‘Student of the Week/Student of the Month’

2. January/February 2016 -to analyze and assess professional responsibility data from observations reports and work samples in student portfolios adjust goals as needed

Identify number of students who have been recognized as ‘Student of the Week/Student of the Month’

3. April 2016 – continued analysis of the area of professional responsibility and student portfolios

Identify number of students who have been recognized as ‘Student of the Week/Student of the Month’

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

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

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

Part 1 – Needs Assessment

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

After a comprehensive review of C.S.67’s strong family and community ties , we found the following strengths:

- High expectations are communicated to parents through newsletters, and monthly calendars relating to events in the school and what children are learning
- Parent workshops on topics such as Common Core Learning Standards, bully prevention, and how to overcome testing anxiety
- Parents are encouraged to actively participate in School Leadership Team meetings.
- Staff communicates high expectations through Tuesday’s parent engagement time where parents meet with teachers to discuss student progress, review student work, and obtaining resource to support students at home.

The school recognizes the importance of partnerships with parents as a cornerstone towards growth. C.S. 67 has identified the following areas in which we will continue to work on:

- Although access to parents is in place, we still need to work on increasing the percentage of parents who are involved in school activities.

Based on the 2014-2015 school Survey, 41 % of parents responded compared to the citywide average of 53%. The school will work towards increasing the response rates by involving parents in more school events.

Part 2 – Annual Goal

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

By June 2016 parent involvement will increase by 5% in attendance rates as measured by Parent Communication Logs, and sign in sheets from Parent Association meetings, Parent Teacher Conferences, Parent Workshops.

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?</p>
<p><u>Parent-Student Activity Nights</u></p> <p>P.S. 67 will provide parents and students with opportunities to spend time together by participating in various activities. Some nights will include movie night, and game night. Students will be selected based on positive behaviors and attendance</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Administrators and teachers</p>
<p><u>Instructional Activities/Strategies</u> (including strategies to support the needs of students with disabilities, English Language learners and Students in Temporary Housing.</p> <p>P.S 67 will host a Curriculum Night which will include presentations by classroom teachers on problem solving, building vocabulary and strategies for increasing reading comprehension. Presentations will also include looking at, and understanding CCLS.</p> <p>In addition, workshops will focus on best practices for helping students with disabilities or ELLs at home. Parents will be exposed to UDL and QTEL strategies.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Administrators and teachers</p>
<p>We will continue to have our Parent Coordinator organize workshops for parents, in English and Spanish, to learn about academic programs and how to help prepare their child to be college and career ready.</p>	<p>All students and Families</p>	<p>September 2015-June 2016</p>	<p>Administrators, teachers and Parent Coordinator</p>
<p>P.S. 67 will host a Career Day and enlist parents to celebrate their various careers and speak to children about different career paths</p>	<p>Students, Families and Community</p>		<p>Administrators , Teachers, Parent Coordinator</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.											
<ul style="list-style-type: none"> Resources include books; articles materials for activities, laptops, Promethium board and document cameras for workshops. Time allocated for parent workshops and learning sessions during parent engagement time. Grade leaders, Parent Coordinator, social worker, and volunteers including parent volunteers. Professional learning time for teachers. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> In September 2015, baseline data will be collected from our first Open House to determine the number of participants by using the events attendance sheets. In November 2015, improvements will be measured by the comparing baseline data to activity logs from workshops, and attendance sheets. By February 2016, parents will be provided with feedback forms to reflect on the various activities, meetings and, programs. Improvements will be measured by the frequency of workshops and activities offered as well as calculating attendance logs into percentages to ensure a 2% increase in parent involvement. By February 2016, activity logs from workshops and attendance sheets will be tallied, converted in to percentages and compared to the previous logs to monitor progress towards our 5% increase goals. 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Beginning of the year assessment (once) grades 3-5 DRA grades K-2 In class assessments(weekly) Unit assessments (monthly) Students performing at a level 2 or below as determined by data from NYS ELA assessments and observational data.	In the classroom teachers will utilize Tiered intervention strategies and activities provided by Reading Street. In addition, teachers will provide targeted instruction through guided reading groups. The Wilson Foundations Program will provide intensive interventions.	Small group targeted instruction provided by, SETSS, ESL, or Speech provider depending on student needs. Guided reading for targeted instruction provided by the classroom teachers.	During the school day. After school program for grades 3 through 5
Mathematics	Beginning of the year assessments In class assessments from Go Math and end of chapter assessments(monthly) Students performing at a level 2 or below as determined by data from NYS Math assessments and observational data.	In the classroom, teachers will provide Tiered intervention through Go Math. Differentiated Instruction Intensive interventions will be provided by SETSS and Math Coach	In the classroom, teachers will provide support through small group instruction	During the school day all grades
Science	In class assessments (bi-weekly) End of unit assessments (quarterly)	Classroom teachers will provide Tier 1 intervention; additional support will be given to those students who require further instructional strategies in writing responses.	In the classroom, teachers will provide support through small group instruction	During the school day all grades, during science instructional time

Social Studies	In class assessments (bi-weekly) End of unit assessments (quarterly)	Classroom teachers will provide Tier 1 intervention; additional support will be given to those students who require further instructional strategies in writing responses.	In the classroom, teachers will provide support through small group instruction	During the school day, during the social studies instructional time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students exhibiting problem behavior or in crisis. PPC referrals by teachers, administrators or parents' concerns	Behavior Intervention Plans and, or Crisis Intervention Plans to be developed base on student needs. In addition, Tier 2 and 3 PBIS strategies will be used to provide positive behavior supports.	Small group One to One	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The Office of Teacher Recruitment and Quality (TRQ) regularly host online and campus-based informational events for prospective teachers. These sessions are a great way to learn more about teaching in New York City, as well as our Online Teacher Application and hiring process.</p> <p><u>Recruiting Teaching Fellow</u> : The New York City Teaching Fellows program is preparing a critical mass of exceptional teachers committed to a better future for the NYC students who need them most.</p> <p><u>Recruiting New Teachers via Teacher Finder Portal</u> : Now we are able to recruit most talented and qualified teachers via the Teacher Finder Portal. https://nyc.teacherssupportnetwork.com/ntf/Home.do</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p><u>Principal and Assistant Principal :</u> Principal and Assistant principals will attend network monthly meetings focused on CCSS professional learning. Such professional development sessions include deepening the understanding of the instructional shifts as well as unpacking the CCSS. Administration will also participate in book clubs focused on extending their professional learning as well as the ELI professional development series. (Executive Leadership Institute)</p> <p><u>Teachers and paraprofessionals:</u> Selected teachers and paraprofessionals will attend the network monthly meetings if the workshops are aimed for instructional practices. All staff is exposed to professional learning through our partnering organization of Cambridge. The sessions are highly structured and focused on instructional practices geared through the CCSS. Administration also provides professional development based on needs observed through observations. This learning takes place during our Monday afternoon sessions as well as through Professional periods.</p> <p><u>New Teacher Mentoring</u> Teachers who are new to the teaching profession are assigned to a mentor by the principal.</p> <p><u>On-going professional development:</u> The school utilizes all the professional development day/opportunities to provide on-going professional development. Each teacher has an individual professional development plan. The network will host professional development opportunities throughout the year that we can send our staff to according to their needs.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The school participates in visiting the students in the local daycare and their parents. We discuss what C.S. 67x has to offer their children. We share our curriculum and discuss parent activities. Parents and daycare providers share with the school needs based on students' academic and emotional needs thus far. As a school, we reach out to the preventive services that are currently working with them, to ensure the continued support.

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 meet by teams with administration. Along with the data specialist, teachers break down the data through item skill analysis. Each of the selected programs Reading Streets and Go Math come with a series of assessments. Teachers review the assessments and decide which would work best to measure the students understanding. The school has had members of the Reading Street Program provide professional learning on the use of the assessments as well as Cambridge has provided professional learning. Teachers use the results of these assessments to plan next steps and future instruction. Teachers also utilize exit slips as a form of assessment which helps drive next day instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	525,924.00	X	Page 10-23
Title II, Part A	Federal	156,720.00	X	Page 10-23
Title III, Part A	Federal	11,200.00	X	Page 10-23
Title III, Immigrant	Federal	5,599.00	X	Page 10-23
Tax Levy (FSF)	Local	3,849,540.00	X	Page 9-23

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **CS 67**, 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. **CS 67** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

CS 67 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>CS 67X- the Mohegan Schschool</u>	DBN: <u>12X067</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>21</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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct instruction supplemental program rationale for our ELL population is to provide this group of students with strategic support to help them attain English Language proficiency as measured by the NYSELAT and the NYS ELA exam. C.S. 67 has approximately 50 ELL students in grades K- 5. After examining our student performance data on the New York State 2014 assessments and the NYSELAT 2014; we determined that our would focus be to improve our students' expressive language skills (writing). We plan to narrow our ELL population to address the needs of our advanced and intermediate levels in the testing grades (3rd - 5th). The advanced ELL students in grades 3 -5 will participate in the Title III after-school mandated program . The purpose of this program is to provide ELL's with additional assistance and practice in reading and writing in each content area tested (ELA & mathematics). The after school program will be scheduled from 2:20 to 4:20 pm on Wednesdays and Thursdays. This program will run from November 19, 2014 to April 2, 2015 approximately 17 weeks. There will be one certified ESL teacher and one common branch content area teacher; instruction will be delivered in both languages. The after school group will receive four hours of instruction in the Writing Process to address the constructive responses in both English Language Arts and Mathematics weekly. The following material will be purchased: New York ELL's & Finish Line for ELL's by Sussman, this material is aligned to the Common Core Learning Standards. In addition, 3 iPads will be purchased to provide students with additional access to electronic books and interactive lessons to support their acquisition of English and their ability to express their thoughts and ideas in a written format. Journals and stationary will be used to record and publish these extended responses.

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: To improve teacher effectiveness we have conducted a survey to identify instructional areas where teachers need support which will enhance instructional excellence and improve student achievement. Furthermore, we have formed a partnership with NYS/NYC Regional Bilingual/ESL-Resource Network of Fordham University to conduct workshops to enhance classroom practices which target our ELL students. All classroom teachers will be greatly encouraged to attend these professional development sessions on Monday afternoons (December 15, 2014) and during Chancellor Conference Days (February 2015 and June 2015) to offer equal access to learning for our ELL students. Through the lens of AMAO targets the administration will work with NYCRB consultant Bernice Moro to continually train after-school teachers of the Title III program in preparation of the NYS ELA exam in spring of 2015. Ms. Moro and other specialist (Network personnel) will be invited to conduct these professional classes on some Mondays from December to May. Some professional development sessions will also take place during the school day with the teachers as schedules permit. These sessions will run from December 2014 to May 2015 roughly every four to eight weeks for the ESL teacher and the

Part C: Professional Development

content area teacher. in conjunction with the unit exams in both ELA and Mathematics. We will cover the following topics:

- *Analyzing Data - using a baseline results to plan instruction [January 2015]
- * Analysis of the NYS ELA released questions - how will this information impact planning? Analysis of the NYS Math released questions - how will this information impact planning? [February 2015]
- *Co-teaching - looking at various approaches, what will work best for us? [November 2014]
- * Making connections - Effective Writing Instruction [March 2015]
- *Reflecting on our practice looking ahead - [May 2015]
- *Analyzing NYSELAT 2015 Data - what can we learn? - [September 2015]
- *Review of materials for the Title III program - any changes? [October 2015]

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: _

C.S. 67 will continue to build upon the work being done in school and provide parents with basic content knowledge of literacy to support their child's academic achievement. We will backpack letters to parents inviting them to monthly meetings specifically addressing ELL concerns from November 2014 to May 2015. The topics below are a sample of what will be covered:

1. What is ARIS? What information regarding my child does this tool provide? How can I use this information as a parent to support what is done in the classroom?
2. Understanding the components of the NYSELAT? How can review of last year's test results give me insight into my child?
3. How has the Common Core Learning Standards impacted ELL instruction?
4. Who helps me, the parent to know which questions to ask?
5. When and how do I voice questions about the NYC Education system and my child's needs? How involved should I get?

Workshops will be presented by our Math Coach, Mr. Litt; ESL Teacher, Ms. Rivera; and the Parent Coordinator, Mrs. Fontanez. The Parent Coordinator and the school will inform parents of monthly meetings by backpacking letters to parents in English and Spanish. Additionally, invitations will be sent home inviting parents to all special functions; i.e. Holiday Assemblies, Cultural Assemblies and Award Assembly Programs.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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	<u>\$1120.00</u>	<u>Parent Involvement -</u>
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](#).

A. School Information

District 12	Borough	School Number 067
School Name C.S 67 The Mohegan School		

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

Principal Jeffrey Santiago	Assistant Principal Donna Ferguson
Coach Michael Litt - Math	Coach Ana Rodriguez - Literacy
ENL (English as a New Language)/Bilingual Teacher Lauren Rivera	School Counselor Ms. Sanchez
Teacher/Subject Area Osvin Yanes/Science	Parent Cecilia Suero
Teacher/Subject Area type here	Parent Coordinator Ms. Almodovar
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ms. Pacheco-Espinal	Other (Name and Title) type here

C. Teacher Qualifications

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

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

		who hold both a common branch license and TESOL certification [applicable to grades K-6]			
--	--	--	--	--	--

D. Student Demographics

Total number of students in school (excluding pre-K)	679	Total number of ELLs	47	ELLs as share of total student population (%)	6.926.92%
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This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input 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"/>
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A. ELL Programs

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	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	28									28

DL																				00
ENL	00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	00
Total	28	00	28																	

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														00
														00
														00
TOTAL	00													

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																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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								
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	16	9	11	15	9								63
Chinese	1													1
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French			5		1	2								8
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other					1									1
TOTAL	4	16	14	11	17	11	00	73						

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in 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)				1										11

Emerging (Low Intermediate)															00
Transitioning (High Intermediate)															00
Expanding (Advanced)															00
Commanding (Proficient)															00
Total	00	00	00	11	00	11									

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														00

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				7	4	3								14

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	2	2	0	12
4	5	6	1	0	12
5					00
6					00
7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3	2	8		2		0		15
4	8	2	5		0		0		15
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	

4									00
8									00
NYSAA Bilingual (SWD)									00

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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Beginning in the fall of 2014 we implemented the DRA reading assessment for all students in K-5. After analysis of the first round of DRA results the following was revealed: 85.7% (6/7) of Kindergarten students are reading on level but 14.2% (1/7) are non-readers. In our first and second grades 100% (19/19) of the LL students are reading below grade level. In third grade 57.1% (4/7) are non-readers while 42.8% (3/7) are reading below grade level. In fourth grade 61.5% (8/13) are reading below grade

level but 30.7% are reading on grade level while 7.6 % (1/13) are non-readers. Finally, in fifth grade 73.6% (14/19) are reading below grade level while 15.7% (3/19) are non-readers and 5.2% (1/19) are reading on grade level. We will administer this exam 3 times (October 2015, January 2016 and May/June 2016) to track and monitor student reading levels.

Our ELL students in grades four and five we have traditionally used the NYS ELA and Math test results along with NYSESLAT to drive the focus of our ENL instruction. These results are analyzed and used by the classroom teacher as well as the ENL teacher and the SETSS teacher as a guide by highlighting areas of strength and weakness. Analysis of our spring 2014 NYS ELA results revealed a range of results with long term ELLs making greater progress towards attaining grade level expectations. Our analysis revealed 61.6% (26/42) of our former LLs scored at least a level 2 on the newly Common Core aligned ELA exam, however, 38% (16/42) scored a level 1. The mathematics results for the same group showed 33% (14/42) scored a level 1 while 50% (21/42) scored a level 2 but 16.4% scored in levels 3 and 4. In comparison our current LL students significantly lower on both exams; on then NYS ELA exam 67.7 % (21/31) scored level 1, 9.6% (3/31) scored a level 2 and 22.5% (7/31) were not tested in ELA. The mathematics results for the same group showed 77.4% (24/31) scored level 1, 9.6% (3/31) scored level 2 and 3.2% (1/31) scored a level 3. The fourth grade ELL students who took the NYS Science exam performed even better on that exam; 7.4% (2/27) scored a level 1, 22.2% (6/27) scored a level 2 and 66.5% (13/27) scored in levels 3 and 4. Based on these results the evidence clearly demonstrates the success of the efforts of the classroom teacher as well as the ENL teacher in the face of a new and more rigorous exam.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns across proficiency levels and grades reveal that most students entering the ENL program for the first time at one time are the incoming kindergarten students. While we have only a few students in the upper grades entering the ENL program, those students score Entering or Emerging on the NYSITELL. Of those students only the Spanish speaking take the LAB-R. The 2015 NYSESLAT data shows that majority of students tested Commanding and the rest of the students moved up a level with the exception of two new incomers who stayed in their current level.

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

The NYS Department of Education has set a percentage which CS 67 is to meet annually to show the growth and progress our English Language Learners students. The Annual Measurable Achievement Objective 1 represents the number of ELL students who took the NYSESLAT exam and earned a score to identify them as Transitioning . Our AMAO 1 goal was 67.4% and we achieved a 72%. The Annual Measurable Achievement Objective 2 identifies students who took the NYSESLAT and scored a level of proficiency in English in all four modalities (reading, writing, speaking and listening). Our 2014-2015 AMAO2 goal was 15.0%, however, we achieved 20%. Our AMAO 1 goal for 2015-2016 is 68.5%, AMAO 2 is 15.6%. We use the AMAO goals to help us evaluate the effectiveness of our ENL program, analysis of the 2013 and the 2014 NYSESLAT results showed a slight increase but nothing of great consequence except one student who went up 40 points. This year in compliance with the new part 154 mandates our ENL teacher will provide content support in the classroom as well as provide ENL support in a free standing program. We anticipate a greater increase in student results on the NYSESLAT 2016 due to this support in the content areas.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Presently we do not keep detailed records of students taking tests in their native language compared to English. We had 7 students use the Spanish version of the NYS Math exam as a reference and guide last spring and two students who took the exam in Spanish.

b. The ENL Periodic Assessments are administered to our students in order to identify areas of weakness in a particular modality and to align instruction based on this data, which predicts students' results on the NYSESLAT. Once we get these scores back, we can determine which areas need more focus and which are areas of strength. Our ENL content teacher can also target areas of need in the classroom along with the homeroom teacher and during pull out sessions. The Periodic Assessment allows teachers to give each child support in specific areas. We administered the exam in the fall 2014 and discovered that many of our long term ELL students were doing well in the listening section but needed more support in reading and writing English. We shared this information with their classroom teachers to ensure that teachers would be able to give these students more support in reading and writing. We administered the Periodic Assessment again in 2015 and implemented the iReady reading and mathematics program which assesses and instructs students on an individual basis in September 2015. This digital program allows teachers to set lessons and assessments to monitor students' individual progress in reading (phonemic awareness, decoding and comprehension) as well as math specific topics.

c. We discovered that students who were in the country less than one year needed support with their listening and speaking skills first. It was very challenging for them to understand and hear the sounds in English. The iReady program addresses this area through individual instruction and maintains a record of lessons and assessments the students complete. The Periodic Assessment also provides us with an indicator of which students will likely test out of the ENL program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- Our teachers use the results of all classroom assessments as well as teacher observations to monitor LL progress in English acquisitions measured by their test results and classroom participation. After analysis of this Tier I data teachers place students in small groups, given additional time and type of ENL methods to move into a Tier II phase to address deficiencies. The use of native instruction whenever possible during this Tier II phase is also implemented to ensure students benefit from this intervention. Additional assessments are made to identify student growth and area/s of improvement or continued need. Finally, Tier III interventions are provided by a bilingual educator, ENL teacher, a coach with a strong background in literacy or a SETSS (Special Education Teacher Support Specialist) to provide one to one intensive literacy instruction. Tier III instruction may need to last for a significant period of time to record even minimal progress and to allow adjustments to instruction.
- Students who have been instructed with research-based reading interventions that traditionally show improved outcomes may require highly individualized reading instruction that considers other factors such as lack of focus, language and vocabulary development, and behavior problems.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- The acquisition of English as a new language and the language of instruction Strategies included and outlined in the curriculum map on all grade levels in addition we've added a column on our lesson plans that address our LL population. Through the participation in professional development provided by the network and our affiliation with Fordham University through the NYCBE our ENL teacher and administrators are provided with strategies to enable equal access to instruction for our LLs. English is the new language our students need to hear, practice and master to reduce the achievement gap between their native English speakers and themselves. In our free standing ENL program English is the language of instruction in all our classrooms including the ENL class. Strategies are included and outlined in all our curriculum maps on each grade level to specifically address our LL students by all teachers on the grade level. In addition we've added a column on our lesson plans that specifically provide a strategy for that lesson that addresses our LL students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The evaluation of our ENL program is determined by meeting our AYP target annually, AMAO1 (Advancement one proficiency level on the NYSESLAT between two consecutive years), AMAO2 (number of students attaining proficiency) and AMAO3 (number of students achieving annual yearly progress on NYS ELA, Math & Science exams) goals set by the New York State Education Department.

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.
- Upon registration, the parents are asked to complete a Home Language Identification Survey (HLIS). This survey is completed and an informal interview is completed between the parent and a fully certified ENL pedagogue (Mrs. L. Rivera). Mrs. Rivera conducts the interview and because she is bilingual she is able to communicate with parents in Spanish. All parents or guardians of new kindergarten students, students new to the country or students new to New York City Public Schools are asked to complete the Home Language Identification survey. The ENL teacher reviews each survey to determine NYSITELL and LAB-R eligibility. If a student is deemed NYSITELL and or Spanish LAB eligible, the correct OTELE code is indicated on the HLIS. The ENL teacher administers the NYSITELL to students deemed eligible from the surveys within 10 days of registration. If the child shows limited proficiency in English, the child is placed in one of the three language programs based on the parent program option form. Administration of Spanish LAB is also administered within the 10 days of enrollment. After a student is identified as a Language Learner Mrs. Rivera will schedule an appointment to speak with the parents to discuss placement. The survey asks parents to write their preference in order of 1-3 for Transitional Bilingual Education, Dual Language and Free Standing ENL. Once the parents make their choice their number 1 preference is recorded and entered into the ATS system. Additional ATS reports are generated to ensure that all eligible students are identified and tested. Students who are identified as LEP based on the NYSITELL results are also administered the NYSESLAT

every spring by the ENL teacher and additional pedagogues trained in NYSESLAT procedures. These results are then shared with cluster and classroom teachers in September.

As our ELLs are identified, information from the EPIC kit goes home to the parents explaining the 3 program choices (Transitional Bilingual, Dual Language or Freestanding ESL). The Parent Brochure, Parent Survey and Program Selection form and Entitlement letter are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. All parents are invited to a Parent Orientation meeting in which all 3 program choices are explained in a power point presentation and by viewing the Parent Orientation DVD in their native languages. The orientation meeting is held within the 10 days after a student is identified as an LL. If a parent cannot attend the meeting, the meeting is either rescheduled, the parent is called or another parent brochure is sent home again. These meetings are held periodically throughout the year as we continue to have new incoming students. We also show the video in any language that the parent requests, providing it is shown in that language. Also, if we need translation for other languages not present, the Department of Education Translation and Interpretation Unit can be contacted for an over the phone translator.

Parents that chose a program that we do not offer will be notified after the school takes measures to create the program in our school building and or direct them to a school that has the appropriate program. They are also informed that if another program becomes available, they will be contacted.

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).

After reviewing all documentation that student bring from other countries we closely look for gaps in their attendance and comments from teachers and or administration of their previous schools. After proving that these students were enrolled for the complete school year and the years of their schooling we make the decision to administer the LENS. For the 2014-2015 school year there were no SIFE students however, the procedure of securing valid documents was done to ensure non of our incoming ELLs were SIFE.

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

Students that enroll with IEP's go through the normal process of registration and language identification. Once those steps are completed the members of the ENL teacher (Ms. Rivera) and the Special Education administrator are notified to report at the main office to review the student's specific program and mandates before enrollment is completed. The IEP is read carefully to ensure goals and accommodations stated will be executed during the course of the year, including the ENL program. The ENL teacher speaks with the Pupil Personnel Secretary to check the student's education history (EPRG- to identify SIFE if applicable) and determine if additional supports are needed.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the identification process is completed Mrs. Rivera (ENL content teacher) sends home a copy of the Entitlement and Non-Entitlement letters. Parents are notified in their identified language (through the use of interpretation personnel or via the NYC DOE website for appropriate letters) immediately of the results of the NYSITELL. A copy of these letters are in the ENL Binder located in the Main Office of the School.

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).

The ENL teacher will inform parents (in their identified language or a language close to that through translated letters via the NYC DOE website or interpretation office) that they have the right to appeal any decision made concerning their child's ELL status within 45 days of the decision. Regardless of the results parents have the right to appeal. A copy of the letter sent to the parent is kept in the ENL binder in the main office and in the students' permanent record. In addition, a copy of the ELL policy highlighting this will be distributed along with the Entitlement and Non-Entitlement letters.

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.

The Parent Orientation is designed to inform all parents of identified ELLs of the 3 programs offered by the City of New York. A PowerPoint presentation along with the Parent Orientation Video provided by the Department of Education website is shown to them. The Video is shown to the parents based on their Home Language, Mrs. Rivera will ask parents of their audio language preference and provided that language is available the video will be shown in that language.

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

Mrs. Rivera the ENL teacher will make phone calls and send written information explaining that forms need to be completed to ensure ENL services can commence. As soon as students are deemed eligible for the NYSITELL parents are informed in person during the completion of the Home Language Identification survey that as soon as the results of the NYSITELL are provided they will need to return to the school to complete a survey and begin orientation.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Mrs. Rivera has set in place a table indicating all new enrollments and their status of the parent survey and forms. If a Parent has not completed the survey or forms Mrs. Rivera will contact the home in writing (in the language identified on the home language survey) and with a phone call and schedule an appointment for them to come in and complete these documents. Mrs. Rivera constantly checks the ELPC and BNDC screens in ATS for information on new Enrollments and or transfers. Parents are not allowed to take these forms home, all signatures and choices are made in the presence of the ENL teacher during the orientation.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement notifications are given to the parents immediately after they sign the survey by the ENL content teacher Ms. Rivera and Parent choice letter (sent in the parent's identified language). At the end of the orientation they will be presented with this notification and the choice they made for their child will be clearly stated; Ms. Rivera is available to clarify any questions or concerns they may have.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation given and received from the LL students is located in the ENL binder located in the Main Office of the school. Access to this binder is limited to the Principal, Assistant Principal and ENL Teacher. Originals of the Entitlement, Non-Entitlement, Placement and are given to parents and copies are held in the designated binder.
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.
First the ENL teacher will print the RLER from the ATS system which indicates those students eligible to take the NYSESLAT. Afterwards the administrating staff are notified a week prior to administering the exam of the students to be tested. Parents are notified with a letter describing the exam, what the results of this assessment is used for and also a list of dates for administration of the exam as to ensure all students are present during their day of testing. Once parents are notified the ENL teacher creates a spreadsheet with all eligible students and creates a checklist for completion of each modality and who will be the administering staff. The ENL teacher along with the Testing Coordinator ensure that there are enough materials for each student present. They will also create a schedule to allow for make-ups for absentees.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher distributes these letters during the first two months of school and keeps copies in the ENL Binder located in the Main Office. All originals are sent home to parents with a bottom portion in which they must sign and return to the school signifying that they received the letters.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the surveys completed throughout the years and current year there is constant 100% of parents that have chosen the current Stand Alone ENL program offered; the information is provided to parents' in their identified native language or one close to it. This year in particular we received 25 new admits and all 25 parents chose our current ENL program.

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.
 Our ENL Program at C.S. 67 implements a pull out and push in ENL program for grades K, 1, 2, 3, 4 and 5. Our Pull Out model consists of Entering and Emerging ELLs in grades K-5. All grade bands receive 180 minutes of Pull Out instruction. The Push In model allows for the ENL teacher to
 Kindergarten, first and second grade beginner and intermediate students are seen four times a week for two periods a day.
 Kindergarten, first and second grade advanced students are seen four times a week for one period a day. Third, fourth and fifth grade beginner/intermediate students are seen four times a week for two periods a day. Third, fourth and fifth advanced students are seen two times a week for two periods a day.
 - b. TBE program. *If applicable.*
 N/A
 - c. DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
3. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 Using the new Part 154 categories (Entering, Emerging, Transitioning, Expanding and Commanding) and the mandated time associated with each one we designed the ENL schedules to address the content areas and the ENL standalone sessions. We have used the fall 2015 NYSITELL results and the spring 2015 NYSESLAT results to identify students in each category and their entitled number of minutes of service. Entering students will receive 180 minutes a week of stand alone ENL services and 180 minutes of integrated ENL/ELA and 90 minutes a week of integrated ENL/ELA. Emerging students will receive 90 minutes of stand alone ENL services, 180 minutes of integrated ENL/ELA and 90 minutes of either stand alone or integrated ENL content area instruction. Transitioning students will receive 90 minutes a week of integrated ENL/ELA and 90 minutes a week of stand alone ENL or integrated ENL content instruction. We will follow the same pattern for the students in Expanding and Commanding based on the table below. We have identified one class on each grade level which the ENL teacher (Ms. Rivera) pushes in daily to provide instruction in the content area along with the classroom teacher. In effect each classroom becomes an Integrated ENL class during that 45 minute period everyday.

 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 pull-out ENL classroom our ENL teacher employs the Direct Method and Immersion (all instruction is done in English) utilizing the following strategies and approaches: Choral speaking, poetry, reader's theater, and language experience techniques. Reading, writing, and math skills are reinforced focusing on conventions of grammar and usage. Our ENL teacher also uses Sheltered English using the materials listed below manipulative's, Realia; ESL video programs; Rosetta Stone with speech recognition; Santillana: Intensive English Learning System; SRA ELL Photo Library; Dolch List-Grade level appropriate sight words, ELL handbook from Reading Street; Read Write, Edit and Listen and the Common Core Clinics and the Foundations Curriculum for the lower grades. In addition, instruction includes graphic organizers, TPR (Total Physical Response), and teacher modeling. Scaffolding techniques and differentiation are used to facilitate learning. ELLs are monitored formally through ELL Periodic Assessments and informally by observations. Data is collected by classroom teachers and the ENL teacher. The teachers meet at weekly meetings to analyze data and discuss skills to be taught.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 While the school uses student's native language as a support to further explain tasks and concepts, the only official assessment in the native language is done with the Spanish LAB for Spanish speaking students. These students are identified as ELLs after administering the NYSITELL, and are administered the LAB-R immediately after.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 The ENL Teacher ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by incorporating the four modalities into each lesson plan. The NYSITELL is used to drive instruction for incoming students. The NYSESLAT is used to drive instruction for students that have been in the country already. We administer the Fall and Spring Periodic Assessments to continue to monitor student growth and student needs. The ESL teacher discusses with classroom teachers progress that students are making in each modality area. The DRA scores are also acquired to group students and differentiate instruction. This data is used to support skills that are undeveloped in reading.
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

a. To address the needs of students with interrupted formal education (SIFE) teachers offer additional instruction time during their professional preparation periods and 50 minute program that is offered twice a week. The additional instruction time allows the teachers to target specific areas to help those academic gaps. Appropriate leveled materials for SIFE learning are gathered by the teacher, along with the Literacy and Math coaches.

6b. ELLs in school less than three years are supported by cooperative learning and peer teaching (buddy system) in the classroom. Websites such as Starfall.com are available to the student and to the classroom teacher to help support the student in the classroom. Extended day programs focus on support instruction for ELA and Math. Students also have laptops and I pads to help facilitate the English language development.

6c. There are various intervention programs at this school that provide additional support in ESL, math and other content areas for ELLs receiving services for 4 to 6 years. These students are also offered additional help for 50 minutes two times a week. These students are invited to attend the After School ESL Program to help support them in areas of need. Communication with the classroom teacher is an ongoing process to help these students reach their goals.

6d. Long term ELLs are provided with support to help them learn the language. They are grouped with students at the same level as them to provide them with additional support in learning the language. These students are provided with various intervention strategies to enhance their skills in reading, writing, listening and speaking. These students also receive an extra 50 minutes two times a week to provide support in ELA and Math. These students are also invited to attend the After School ESL Program to help support them in areas of need. The ESL Teacher works closely with the classroom teacher to identify strategies to help these students.

6e. The former ELLs or Commanding students are strategically placed in the same classrooms with the other entitled students. As per the CR Part 154.2 these students will continue to receive 180 minutes a week of ELL services and granted the same accommodations as present ELLs on the State exams as per the mandated NYC testing accommodations. These accommodations will continue for two years after gaining a Commanding score on the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

In supporting our re-identified ELL population in their academic progress, we service them with language and content together.

Therefore, every ELL has the opportunity to grow in content and language. Even after exiting our services we make sure they transition well from them being ELLs to their mainstream classroom by “pushing-in” to their classrooms.

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?

The ESL teacher utilizes an interactive smart board for daily lessons with students of all ability levels, especially the intermediate and advanced groups. However, students new to the country are placed with laptops and headset to hear stories in English using the Audio lingual method from the Starfall website. The use of Treasures ESL program which includes photographs and writing prompts is used to aid students in developing writing expression and comprehension. The online ESL program BrainPOP is also used to support fluency in speech, grammar and vocabulary on both the computer and I pads. Our ESL teacher communicates with the classroom teachers and service providers to identify areas of weakness students have and in a small group work with grade level materials to reteach content areas of reading and mathematics. The instructional programs we have currently implemented are Common Core aligned; Reading Street and GoMath each have specific strategies identified in each lesson to address ELL students to gain understanding of the concept and topics taught.

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?

We have curricular maps created by teachers and administrators on every grade level which reflect specific ELL strategies per lesson. Our ENL teacher then meets weekly with classroom teachers to update them on student progress based on the instructional focus of the week. Our ELL-SWD student goals are reviewed and used as a guide in lesson planning for specific grade and ability levels with multiple entry points for all students to access the concept being taught. All tasks are completed and taught in English by the ENL teacher, students are grouped according to ability across grade bands for example K,1 & 2 beginners and intermediates are one grouped together to provide appropriate instruction and meet mandated time requirements.

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

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

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

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



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

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

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

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

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



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

Chart 5.3

Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our ELL students who took the New York State English Language Arts exam in spring 2015 as well as the ELL students who will take the exam for the first time in spring of 2016 and 2017 will participate in small group instruction with the ENL teachers for an additional 45 minutes each week. The ENL teacher also provides content support in the classroom along with a content area teacher. Through the size of the groups students are given more individualized attention and feedback on their work and support in breaking down the task. We have taken this targeted instruction further this year by placing all students who will take the NYS ELA for the first time in 2015 regardless of the grade into one group with our ESL teacher. We will continue to offer an after-school program for our advanced students in grades 3-5 to better prepare them for the NYS ELA and Mathematics exams especially in the area of writing.

Program	Subject	Language	Duration
Small group	ELA, Math, Science & S.S.	English	Sept. 2015– June 2016
Small group	ELA, Math, Science & S.S.	English	Sept. 2016 - June 2017
After-school (Title III)	ELA, Math, Science & S.S.	English	Jan.. 2016 - April 2016
After-school (Title III)	ELA, Math, Science & S.S.	English	Jan. 2016 - April 2017

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

These spring 2015 NYS ELA results revealed a range of results with long term ELLs making greater progress towards attaining grade level expectations.

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

The ENL teacher will service the students as follows in accordance with the new Part 154.2 regulations. Entering students will receive 180 mins a week of Stand Alone ENL services and 180 minutes a week of Integrated ENL/ELA. Emerging students will receive 90 minutes of Stand Alone ENL services, 180 minutes of Integrated ENL/ELA and 90 minutes a week of Stand Alone ENL or Integrated ENL/Content Area. Transitioning students will receive 90 minutes a week of integrated ENL/ELA and 90 minutes a week of Stand Alone ENL or Integrated ENL/Content Area. Expanding students will receive 180 minutes a week of Integrated ENL/ELA or other content area. Lastly, Commanding students will receive 90 minutes a week of Integrated ENL in ELA or Content Area. Every year at CS 67, current ESL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. After speaking to parents at the parent orientation meetings and parent/teacher conferences, the ESL teacher assess the parents' articulated feelings in regards to the education of their ELL child. It has been found that parents overwhelmingly prefer the current freestanding ESL program that is in place. In the past, a dual language program was considered in the school, however the number of ELLs along with parent support was not sufficient to support this type of program. In addition, we would like to offer an after school program for parents who want to learn English and gain English Language proficiency with our ESL teacher, this consideration is based on the availability of funding to provide these additional services.

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

The Stand Alone only model will be changed to Stand Alone and Integrated ENL/ELA and Content Areas.

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

ELLs are given the same opportunities as every other student at CS 67; letters for school-wide evens and activities are sent home in English and Spanish. Letters inviting students to all extracurricular activities are sent home in English and Spanish irregardless of their ELL status. We continue to provide our Title III supplemental program specifically for our ELL students after-school to give them additional time to practice reading, speaking, listening and writing in English.

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.

For our ENL program we use Reading Street, MYON online literature database that students can access in school and at home, Foundations writing program, Computers, Apple I pads, Eno Board, tape recorders, audio CDs, and Literature in Home Language.

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

Home Language Support is delivered 25% of the time in our freestanding ESL program in the way of teacher translation, student to student translation and home language support, and literacy tools such as books, picture dictionaries, and bilingual dictionaries are available for student use to enrich content and make it comprehensible. We also have a buddy system in place that teachers implement in their classrooms. Other content area teachers, the parent coordinator, and administrative staff are available to translate or deliver instruction where appropriate and as necessary.

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

The ENL teacher used the data from the NYSESLAT to group students across grade bands based on ability such as 3rd, 4th and 5th grade Expanding students are instructed together to address time and ability mandates.

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).

We offer parent orientation sessions throughout the school year based on curriculum needs.

19. What language electives are offered to ELLs?

Not Applicable

20. For schools with dual language programs:

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

Not Applicable

B. Professional Development and Support for School Staff

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

All ELL personnel will receive 17 1/2 hours per school year of ELL specific professional Development by attending NYC DOE Office of English Language Learner workshops and Fordham University training sessions. These trainings may include topics related to compliance issues for the school such as the CR Part 154 sessions offered last spring and various content areas. Our analysis of the spring 2015 NYSESLAT revealed a need to target 'writing' because of low scores our students consistently received regardless of the grade band. Therefore we are keenly interested in workshops that would provide additional strategies we can teach our ELL students to aid their ability to communication through written language.

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?

Our teachers participate in grade level common planning periods with a supervisor to develop curriculum units of study which include strategies specifically identified to support our ELL students. All classroom and cluster teachers participate in weekly training which is aligned to the Common Core Learning Standards and push the level of rigor in each content area.

September 2015 - Reading Workshop

October 2015 - Gathering and analyzing Data

November 2015 - Guided Reading

December 2015 - Differentiation of tasks

January 2016 - Curriculum writing

February 2016 - Targeted Instruction

March 2016 - Reading & writing in the content area

April 2016 - Unraveling word problems

May 2016 - Student work protocol

June 2016 - Reflections and implications for 2017

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Administration and our social worker converse with teachers of the terminating grade (5) to conduct informal conversations with students about middle school expectations and provide resources students can turn to in order to help them and their parents transition to middle school. Teachers in the terminating grade are reminded to begin these conversations with parents during each Parent/Teacher Conference in the fall to address any parental questions or concerns. In addition, the administration hosts informational sessions with administrators of some middle schools in the district to speak to students and teachers.

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.

To implement the 6 hours of ELL trainings for teachers of our ELL population, staff attend a variety workshops during the course of the year pertaining to scaffolding instruction for ELLs on Monday afternoons. During these sessions we provide classroom teachers with new or updated information pertaining to ELLs such as changes to Part 154 which now calls for push-in instruction in the classroom.

Introduction, definition and scenarios of the new categories of ELL students (Entering, Emerging, Transitioning, Expanding and Commanding) is provided to classroom teachers to support a more effective delivery of instruction. Teachers are given copies of agendas and required to sign-in as well as complete an evaluation form at the end of the session to identify new information learned and how this will translate into instruction and impact ELL achievement.

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?

Parent involvement at The Mohegan School/CS 67 includes, but is not limited to; participation in monthly PA meetings. Parents are notified of meetings via letter which is published in both English and Spanish and is distributed as the need arises. As stated earlier,

parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child's progress in school and more specifically in ESL. Contact and communication with parents is also established through our bilingual parent coordinator who reaches out and talks extensively with the parents of ELLs (in Spanish). All parents invited to school at the beginning of the year for a "meet and greet." Teachers meet with parents in classroom to explain the grade expectations; the curriculum in each subject area and the grading system; school policies regarding class work, supplies, homework and discipline. Teachers will also suggest strategies to help their child (children) at home. Many of our teachers are able to communicate in Spanish with our parents. We also have a teacher who speaks French who is able to translate for parents who speak French. One of our speech teachers knows American Sign Language which supports one family who require this service when that parent has meetings with school personnel. We have also reached out to the Office of Translation and Interpretation for our Parent/Teacher Conference meetings in November and March for our Chinese parent.

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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are consistently invited to school and encouraged to express their needs and lend their area of expertise with the school community. During the program selection process parents are questioned to confirm their educational choice for their child/ren. In addition, the parents of ELLs are encouraged to fill out a survey (to identify their needs) following the receipt of information at our parent orientation meetings. At the time parents complete the survey they are reminded of the opportunity to volunteer in the school and becoming an active member of the Parent Association. We provide translation in Spanish, French as well an interpreter of American Sign Language for meetings and parent conferences. We have reached out to the Office of Translation and Interpretation to provide an interpreter for our Chinese and French parents for each of our Parent/Teacher Conference.
Last year we held a 'Career Day' and invited parents to share their career experiences and educational achievements with students to promote college and career readiness.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Presently we do not have an outside agency or Community Based Organizations that provides services for our ELL parents. Our parent coordinator is working on establishing such partnerships for our parents based on their needs.
5. How do you evaluate the needs of the parents?
Parent needs are identified through concerns voiced during parent/teacher meetings (every Tuesday), School Leadership Team meetings or at dismissal. The needs are brought to the attention of administration who discuss who and what can address the specific needs/concerns and how many people are affected by the need or concern raised. The administration then implements systems and identifies a point person to oversee the plan and report concerns to modify on an ongoing basis. At present our greatest need is to bridge the gap and bring more ELL parents into the school to become involved in academic activities not solely behavioral concerns. We use the parent environment surveys completed to address general parent concerns such as safety and access to additional instructional help if needed which has lead to participation in an after-school program. Our bilingual parent coordinator has worked on reaching out to parents during arrival and dismissal time to hear and share any needs or concerns parents share with her to the administrative team.
6. How do your parental involvement activities address the needs of the parents?
The ENL teacher addresses the needs of parents during Parent Teacher night, Orientation and Open house meetings by allowing time for a Q&A session. The parent coordinator also provides workshops along with the Literacy and Math coaches for parents to allow them the opportunity to experience some of the instructional activities their child/ren participate in during the school day. Many of our teachers and the parent coordinator are bilingual and are able to communicate with parents directly. We have a staff member who speaks French and another who is able to communicate through American Sign Language for families as needed. We also have 'Family Movie Night' and assembly programs that are translated into Spanish for many of our families who attend the events.

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: CS Mohegan Avenue

School DBN:

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeffrey Santiago	Principal		10/30/15
Donna Ferguson	Assistant Principal		10/30/15
Yolanda Almodovar	Parent Coordinator		10/30/15
Lauren Rivera	ENL/Bilingual Teacher		10/30/15
Cecgggilia Suero	Parent		10/30/15
Osvin Yanes	ENL/Science		10/30/15
	Teacher/Subject Area		
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X067** School Name: **P.S. 67- Mohegan School**
Superintendent: **Espinal Pacheco**

Before you begin, please check the following:

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

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

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

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

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

During registration, home language surveys are distributed to parents/guardians to determine the parent's dominate language. Based on the information provided in these documents and responses to verbal questions we are able to identify the parent's preferred language for written and oral communication. When parents are contacted by the school staff we refer to the Emergency blue cards for the preferred language to conduct verbal conversations. Most of our parents read English and/or Spanish, the parent of our Chinese students have asked for English documents as their eldest child serves as an interpreter during parent meetings. We have families who speak Spanish, Fulani, Italian, Mandingo and Chinese.

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.

A review of the student population revealed the following demographics: Hispanic 74%, Asian 1%, Black 25% the majority of our parents are hispanic. To maintain open communication between the school and the home we routinely translate all documents to ensure all parents and students are informed of all forms of changes and policies school-wide. Through the vehicle of the School Leadership Team these demographics were revealed and a commitment made by the principal to create an open and transparent dialogue between home and school. The languages represented in our school according to the UPPG form from ATS are: English, Spanish, Italian, Mandingo, Fulani, and Chinese.

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.)

The school provides written communication in English, Spanish, French, Fulani, Italian, and Mandingo which is translated by qualified school staff members and back packed home. We send home Emergency blue cards, monthly calendars, notices about school closings, notices about assembly programs, invitations to after-school programs, progress reports, report cards, Parent Association meetings and parent conferences. In addition, teachers send home invitations to publishing and end of unit celebrations.

The Parent Coordinator maintains a 'Parent Information Board' in English and Spanish of school and community events. All DOE correspondence that are addressed to parents is downloaded with the school's letterhead attached and sent home to parents in the languages made available by the Department of Education.

As a result of the new teacher contract teachers and parents have multiple opportunities for face-to-face meetings including daily dismissal, Parent/Teacher conferences (4x) per year and weekly parent engagement meetings on Tuesday afternoons.

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.

The school provides parents with interpreters in their native language and translators as needed. Services are provided by school staff who are fluent in both English, Spanish and American Sign Language. Additionally, the DOE provides translators not only for oral language but for the hearing impaired. In addition, C.S. 67 also has the use of translation equipment which is utilized during large-scale parent meetings.

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 ESL teacher and the Parent Coordinator will work with the NYC Translation Unit to have written communication translated for families that speak a language other than English. These staff members will utilize the information provided on the Home Language surveys to keep a running list of other languages to provide the appropriate written communication to parents and guardians.

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.

We will utilize the Translation and Interpretation Unit as much as possible for languages other than Spanish, French and American Sign Language. We will also provide school staff members who will translate during parent meetings and parent conferences.

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.)

We will train staff members on the various resources available to them during the course of the school year to provide them with assistance in communicating with parents. We will include this information in our staff handbook which is distributed each year to all members of the staff and review it verbally.

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)

We will have our Parent Coordinator gather information via surveys during Parent Association meetings and during School Leadership meetings. We will also have simple surveys at Parent/Teacher conferences as well as our weekly Tuesday meetings to provide an opportunity for parents to let us know how we can be more supportive and in what way(s). We presently have a suggestion box in the lobby of the school to provide parents another way to give us feedback anonymously which our parent coordinator checks weekly.