



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X072

School Name:

P.S. 072 DR. WILLIAM DORNEY

Principal:

MARGARITA COLON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Dr. William Dorney School Number (DBN): 08X072
Grades Served: PK-5
School Address: 2951 Dewey Ave., Bronx, NY 10465
Phone Number: 718-822-5611 Fax: 718-828-4459
School Contact Person: Malcolm McDowell, AP Email Address: mmcdowell@schools.nyc.gov
Principal: Margarita Colón
UFT Chapter Leader: Elizabeth Ramos
Parents' Association President: Susan Dauria
SLT Chairperson: Elizabeth Ramos
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): N/A

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Ave., Bronx, NY 10462
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-6239

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, 10458/1230 Zerega Ave., Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Margarita Colón	*Principal or Designee	
Elizabeth Ramos	*UFT Chapter Leader or Designee	
Susan Dauria	*PA/PTA President or Designated Co-President	
Haydee Rivera	DC 37 Representative (staff), if applicable	
Lisa DeJesus	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	
Blanca Mendoza	Member/ Elected Parent	
	Member/	
Paula Murray	Member/ Elected Parent	
Dana Halloway	Member/ Elected Parent	
	Member/ Elected Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janette Hernandez	Member/ Elected UFT	
Michelina Neal	Member/ Elected UFT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

PS 72 is a barrier-free PK-5 elementary school located in the Throgs Neck area of the Bronx. PS 72 is barrier-free, and can accommodate students with mobility issues, such as wheelchairs and walkers. 22% of our students have IEPs. PS 72 boasts an ethnically diverse student population as well. 71% of our students are Hispanic, 20% Black, 4% White, 4% Asian, 51% male and 49% female. These factors make for a dynamic learning community.

PS 72 adheres to the philosophy that student learning is hands-on, inquiry-based, differentiated and academically rigorous. Our school-wide focus for 2015-2016 is: **Students will be cognitively engaged in rigorous common core aligned curricula aimed at fostering immersion in writing across the content areas. To enhance instruction, teachers will use multi-data sources and experiential learning to drive instructional planning decisions to meet the social and academic needs of our diverse learners.** This philosophy also rings true in our Mission Statement.

PS 72 Staff will ensure that all students receive engaging, rigorous, and differentiated instruction. We will set high expectations for success and prompts students to think deeply through questioning, inquiry, and application of knowledge. We will ensure students' learning is monitored through on-going assessment and self-reflection.

Classroom instruction follows the workshop model and the gradual release of responsibility of learning to the student. The Literacy Block covers units of study that are integrated with grade specific Social Studies and Science content. Mathematics instruction has been consolidated into modules to deepen the learning and understanding of fewer, but critical, areas. Instruction follows a constructivist approach to learning; utilizing manipulatives and authentic learning contexts.

PS 72 prides itself on our expansion of the arts. We partner with the following CBOs.

- Education through Music: school band, small group instrumental lessons, gr. 4 and 5 general music instruction
- Dancing Classrooms emphasizes etiquette and respect, as well as, dance instruction in merengue, swing and tango to name a few to gr. 4 and 5 students
- Ballet Hispanicó provides dance instruction to gr. 3 students
- CASA Broadway provides a resident artist to produce a Broadway themed performance with students

In addition to our partnerships, we offer the following activities and student led committees.

- Student interest surveys determine school-wide clubs, i.e. art, basketball, Zumba

- Morning Announcement Team
- Wellness Council
- Student Council

The social and emotional welfare of each of our students is of the utmost importance. We support the development of the whole child with available guidance and supports. For the past six years, we have partnered with the Anti-Defamation League's No Place for Hate campaign. Each year, a student-led committee organizes events that promote tolerance and anti-bullying.

- Three school-wide projects
- Annual school-wide anti-bullying march in the community
- ADL Gold Star status for the past four years

In order to expand learning experiences beyond the classroom, PS 72 has partnered with New York State Senator Jeffrey Klein's Project BOOST. This program provides the necessary funds to allow groups of students to take school trips to enhance and further classroom learning. During the 2014-2015 school year, students have visited Phillipsburg Manor, Mystic Aquarium and saw the musical, "Matilda", on Broadway to name a few.

In order to enhance the delivery of content area instruction, PS 72 continues to partner with the New York Historical Society Museum and Library. NYHS educators and classroom teachers work collaboratively to deliver an enrichment program curriculum that is aligned with the NYCDOE Social Studies Scope and Sequence, and focus. The focus of the curriculum is utilizing primary source documents and artifacts.

The Framework for Great Schools Report 2015 indicates that Collaborative Teachers is our strongest component. On the 2015 NYC School Survey, results indicate that teachers provide inclusive classroom instruction by modifying instructional activities and materials and delivering appropriate instruction for English Language Learners and Student with Disabilities. According to our 2014 Quality Review, our teacher team collaboration is Well Developed. Teachers participate in reflective dialogue regarding looking at student work and the planning and preparation of instruction. Throughout the remaining five components of the framework, the following can be identified as strengths: implementation of the Common Core shifts in Literacy and Mathematics, safety and welfare of students and staff, providing social-emotional supports for students, communication of high expectations to students and staff and parent trust in the principal. However, within the component, Supportive Environment, Chronic Absenteeism has been cited as an area in need of growth.

PS 72 prides itself on its school-wide bridge theme. Two years ago we expanded the school motto to include special projects, curricular connections and a metaphor to build our community. Each grade adopts a bridge that is connected to their scope and sequence of instruction. For example, 4th grade adopted the Brooklyn Bridge, which is connected to the history of the United States through New York. Each January, we hold our annual Bridge Expo, which showcases the bridge projects that were completed during the Winter recess. Classes and families are invited to tour the exhibit.

PS 72 is The Bridge to Success. As a school community, we build bridges together. We build bridges to understanding, discovery and achievement. This is our school-wide theme. We cross the Bridges to Success with effort and diligence to meet our goals, which lead us ultimately to college and career readiness.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	H
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Data supports particular strength in the area of the implementation of the CCLS shifts in Literacy and Mathematics. This was evident throughout grade level planning and the preparation of integrated units of study and the delivery of instruction. (DTSDE 3.2)</p> <p>Data Analysis</p> <p>2015 NYS ELA Test: 16.4% of all students and 2.5% of SWD students tested met proficiency benchmarks indicating an increase of 1% and decrease of 2.5%, respectively. SWD students represent 22% of school population.</p> <p>2014 NYSESLAT: K-5 proficiency levels are as follows; 18.6% Commanding, 55.8% Expanding, 13.9% Transitioning, 6.9% Emerging and 4.6% Entering.</p> <p>2014-2015 Overall Staff MOTP Rating in Advance for component 3b Using Questioning and Discussion Techniques: 2.41 (Developing)</p>		

2014-2015 Overall Staff MOTP Rating in Advance for component 3c Engaging Students in Learning: 2.51 (Effective)

Recommendations

2014-2015 Principal Performance Observation (PPO)-Expand the ELA curriculum to include more expansive and distinct writing units to supplement reading program. (DTSDE 3.2)

2014-2015 Principal Performance Observation (PPO)-Expand assessment practices to include authentic genre based baseline writing assessment before each unit of study. (DTSDE 3.5)

2014-2015 Quality Review-Align assessments to curricula, use on-going assessment and grading practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. (DTSDE 3.2)

Part 2 – Annual Goal

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

By June 2016, 60% of ELL and SWD will demonstrate at least one year’s growth in reading and writing ability as measured by the Informal Reading Inventory and Teachers College Writing Project units of study, respectively.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>		
<p><u>Rigorous Instruction</u></p> <p>Wonders (McGraw-Hill)-Common Core aligned Reading program</p> <ul style="list-style-type: none"> • Adhere to school-wide belief in the workshop model • Integrated Units of Study with higher focus on the integration of Science and Social Studies content 	<p>K-5, ELL, SWD</p>	<p>9/9/15-6/28/16</p>	<p>Administration, staff developers, classroom and cluster teachers, paraprofessionals</p>

- Differentiated learning pathways
- Providing access to complex texts, while maintaining a balance of fiction and non-fiction texts

Units of Study In Opinion, Information, and Narrative Writing by Lucy Calkins and The Teachers College Reading and Writing Project- A NYCDOE pilot; Common Core aligned Writing program

Align units with Wonders program

- Adhere to school-wide belief in the workshop model
- Increase the quality of student writing through the use of systematic approach to writing instruction

iReady (Curriculum Associates)-Adaptive Diagnostic Web-based Reading Instruction and Intervention Program

myON literacy program

- Provides an adaptive and enhanced digital library on- and offline to support the independent reading component

of our balanced literacy program

- Provides adaptive assessments and Lexile leveling

Daily targeted small group instruction

- Implement reciprocal reading model
- Literacy Intervention Specialists (LIS, AIS) provide targeted instruction to small groups of students based on need.
- AIS providers monitor progress and every six weeks determine if students return to Tier I, remain at Tier II or move to Tier III interventions
- Utilize Wilson Foundations Double Dose in AIS groups.
- Wonders Intervention address foundational reading skills as well as comprehension

Discovery Education online subscription for digital texts and resources.

National Geographic Cengage online subscription for digital texts and resources.

<p>Tune into Reading is an intervention specifically targeting SWD students</p> <p>Implement Tier I interventions in the classroom: Imagine Learning, iReady, Wonders Interventions.</p> <p>Provide afterschool program for ELL students.</p> <ul style="list-style-type: none"> • Levelled Literacy Intervention (LLI) • Imagine Learning • Test Sophistication Program- before/after school <p>Saturday Academy provides additional support in ELA and Math to at-risk students.</p> <p>Orton-Gillingham is a web-based, Literacy program for students who are at least two grades below grade level according to Fountas and Pinnell benchmarks.</p> <p>Develop and implement authentic genre based baseline writing assessments before and after each unit of study.</p>		<p>3/14-4/4/16</p> <p>3/1-6/28/16</p>	<p>Classroom teachers</p> <p>AIS providers</p>
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<ul style="list-style-type: none"> Grade level teams collaborate in the planning and preparation of instruction, looking at student work and data inquiry Content area teams are representative of grades and student population; Literacy, Mathematics, Science and Social Studies Self-contained special education team focuses on needs specific to their populations Adopted Framework for Data-Driven Instruction <p>Teachers participate in collegial intervisitations</p> <ul style="list-style-type: none"> Establish lab classrooms Triad intervisitation protocol Teachers College Writing Project 		3/7-6/28/16	
<p><u>Strong Family-Community Ties</u></p> <p>Literacy newsletter distributed monthly to families emphasizes content and reading strategies to help students at home.</p> <p>Open-access conferences provided Tuesday</p>	K-5, ELL, SWD	9/9/15-6/28/16	Administration, staff developers, classroom and cluster teachers, paraprofessionals

<p>afternoons each week, and through monthly “Muffins and Coffee with Ms. Colón”/”Doughnuts with Dads” parent cafes</p> <ul style="list-style-type: none"> • Includes parent workshops provided by grade level teams <p>Parent-Student clubs are offered the fourth Tuesday of every month</p> <p>Interim Progress Reports (IPR) are distributed to families mid-way through each of the three marking periods. IPRs are differentiated to address needs of ELL and SWD students.</p> <p>Distributed CCLS-aligned report cards generated through STARS Classroom.</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.

- Purchase and distribute Make Just One Change: Teach Students to Ask Their Own Questions for all participating staff.
- Utilize additional resources to supplement and substitute for Wonders literacy program.
- Professional learning for all staff in new programs: Wonders, TCRWP.
- Per session to cover for members of the Assessment Team administration of F&P baseline, MOY and EOY.
- Per session to cover scoring of the writing performance based assessments
- Schedule AIS small groups.

- Establish and schedule Saturday Academy with required staffing, resources and materials.
- Publish and distribute monthly Literacy newsletter.

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

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

Part 5 – Progress Monitoring

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

By February 2016, 60% of ELL and SWD will demonstrate at least a half year’s growth in reading and writing ability as measured by the Informal Reading Inventory and Teachers College Writing Project units of study, respectively.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The safety and welfare of students, staff and families is ensured throughout the school building and its environment. Students are active in the Anti-Defamation League’s No Place for Hate initiative. (DTSDE 5.2) Student behavior is reinforced by school-wide implementation of PBIS and monitored through the School-wide Information System SWIS. (DTSDE 5.5)</p> <p><u>Data Analysis</u></p> <p>2014-2015 Schoolwide Information System (SWIS)-776 referrals for minor incidents (DTSDE 5.5)</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all students will be immersed in a PBIS aligned character education initiative designed to promote positive behaviors and decrease the number of minor incidents by 10% as reported in the School-wide Information System (SWIS).</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Supportive Environment</u></p> <p>Promote positive behavior through PBIS color-coded classroom chart and distribution of “Bee Bucks”, which are redeemable at the PBIS store.</p>	<p>PK-5, ELL, SWD</p>	<p>9/8/15-6/28/15</p>	<p>Administration, staff developers, classroom and cluster teachers, paraprofessionals, guidance counselors, Promise Zone staff</p>

<p>Relaunch character education initiative as an extension of PBIS, school-wide bridge theme, and as a way to model and discuss desired behaviors.</p> <p>Provide on-site mental health services through Promise Zone. Promise Zone is a part of the Visiting Nurse Services of New York that facilitates family connections to outside agencies.</p> <p>Continue to implement Helping Buddies to reduce incidents occurring during lunch periods.</p> <p>No Place for Hate (NPFH) student committee organizes school-wide projects that promote tolerance and anti-bullying.</p> <p>Students are empowered by participating in school-wide clubs based on their interests: i.e. basketball, baking, art.</p> <p>Identified at-risk female students participate in Big Sisters-Little Sisters mentoring program through Preston High School's Center for Compassion.</p>			
	PK-5, ELL, SWD	9/8/15-6/28/15	Administration, staff developers, classroom and cluster teachers,

<p><u>Collaborative Teachers</u></p> <p>Collaborative teams build understanding of and develop specific strategies to address the social emotional needs of students, including ELL and SWD.</p> <ul style="list-style-type: none"> • Student Intervention Team (SIT) • Child Study Team (CST) • Tier I Intervention Team <p>Analyze ABC data at SIT meetings.</p> <p>Frequent review of SWIS data and participating of referring teacher in CST meetings.</p>			<p>paraprofessionals, SBST, guidance counselors, Promise Zone staff</p>
<p><u>Strong Family-Community Ties</u></p> <p>Monitor and share with parents data around students' social and emotional development at identified intervals.</p> <p>Parent learning opportunities facilitated by service providers; i.e. Promise Zone Parent Forum.</p> <p>Provide parent-student school-wide clubs once a</p>	<p>PK-5, ELL, SWD</p>	<p>9/8/15-6/28/15</p>	<p>Administration, staff developers, classroom and cluster teachers, paraprofessionals</p>

<p>month during Tuesday's parent engagement.</p> <p>Promote character education values of the month through parent newsletters.</p> <p>School Twitter feed and website informs families of important notices, events and announcements.</p>			
<p>Trust</p> <p>Helping Buddies mentor lower grade students and assist in their classrooms.</p> <p>Partner with MS 101 to effectively transition students from elementary to middle school.</p>	PK-5, ELL, SWD	9/8/15-6/28/15	Administration, staff developers, classroom and cluster teachers, paraprofessionals guidance counselors

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Implement school-wide clubs after school with per session staff, resources and materials. • Maintenance of SWIS system. • Schedule Big Sister-Little Sister program and arrange transportation to Preston High School. • Schedule Promise Zone facilitator. • Maintain school Twitter feed and website 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, all students will be immersed in a PBIS aligned character education initiative designed to promote positive behaviors and will be on pace to decrease the number of minor incidents by 10% based on February 2015 as reported in the School-Wide Information System (SWIS).

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	H
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Teacher team collaboration was rated Well-Developed on our most recent Quality Review. Teachers collaborate in the planning and preparation of instruction, looking at student work and data inquiry. (DTSDE 4.4)</p> <p>Data Analysis</p> <p>Framework for Great Schools Report 2015-Collaborative Teachers: Quality of Professional Development 67%</p> <p>2014-2015 Overall Staff MOTP Ratings in Advance for Domain 3</p> <ul style="list-style-type: none"> Component 3b Questioning and Discussion Techniques: 2.41 (Developing) Component 3c Engaging Students in Learning: 2.51 (Effective) Component 3d Using Assessment in Instruction: 2.58 (Effective) 		

Part 2 – Annual Goal

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

By June 2016, staff will participate in a series of focused and differentiated professional learning opportunities to improve pedagogy. This will result in 70% of NYC School Survey teacher responses being considered positive for the Quality of Professional Development on the Framework for Great Schools Report 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Collaborative Teachers</u></p> <p>The Professional Learning Committee (PLC) prepares a year-long plan.</p>	<p>All Staff</p>	<p>9/8/15-6/28/16</p>	<p>PLC members, administration, staff developers</p>

<ul style="list-style-type: none"> • The plan will be monitored and reviewed regularly following the collection of further Advance data and staff feedback. <p>Provide differentiated professional learning opportunities based on need expressed in Advance component ratings and staff surveys.</p> <p>Collegial intervisitations provide opportunities for teachers to visit effective colleagues and provide actionable feedback.</p> <ul style="list-style-type: none"> • Triad protocol • Lab Sites <p>Instructional Support Mentors assigned to a range of teachers; based on need, new to school/grade, and if they have a Teacher Improvement Plan (TIP). School Based Mentors assigned to new teachers.</p> <p>Grade representatives form curriculum committees in Literacy and Mathematics to deepen the instructional focus and enhance vertical coherence</p> <p>Literacy and Math Staff Developers provide</p>			
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<p>additional classroom support to identified staff as well as requested supports</p> <p>Generation Ready staff developers provide curricular and instructional support on-site in Literacy.</p> <p>National Training Network (NTN) staff developers provide curricular and instructional support on-site in Mathematics.</p> <p>Master Teacher online professional learning for paraprofessionals</p>			
<p><u>Trust</u></p> <p>The Triad intervisitation cycles will gradually become self-sufficient in grade level teams to build capacity from within.</p> <p>Colleagues visit lab sites to view best practices and provide actionable feedback.</p> <p>Colleagues facilitate lab classrooms to demonstrate best practices.</p> <ul style="list-style-type: none"> • Videotaping <p>Critical friends protocol to build trust</p>	<p>All Staff</p>	<p>9/8/15-6/28/16</p>	<p>PLC members, administration, staff developers</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"> • Schedule staff developer from Creative School Solutions. • Schedule staff developer from Generation Ready. • Utilize Danielson Framework and Advance for teacher evaluations to monitor professional growth. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, staff surveys will indicate at least 70% satisfaction rate in professional learning offerings thus far in the school year.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>School leaders are strongly committed to shared-decision making, which is evident through shared curricular decisions and school-wide committees, such as the vertical team, PLC.</p> <p><u>Data Analysis</u></p> <p>2014-2015 Overall Staff MOTP Ratings in Advance for Domain 3</p> <ul style="list-style-type: none"> Component 3b Questioning and Discussion Techniques: 2.41 (Developing) 		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By June 2016, teacher ratings for Measure of Teacher Practice (MOTP) in component 3b will increase by .1 as a result of effective feedback.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Effective School Leadership</u></p> <p>Written or verbal feedback provided to teachers within forty-eight hours of an observation.</p> <p>Observations and component ratings are tracked and monitored on a</p>	<p>Teachers observed through Advance</p>	<p>9/8/15-6/28/16</p>	<p>Administration</p>

Professional learning provided for all staff around component 3b; Questioning and Discussion Techniques.			
<u>Strong Family-Community Ties</u> Vision statement and instructional focus are posted on school website. Develop information session for families of ELL and SWD; i.e. IEP, review process, categories, related services, LRE.	All staff, families	9/8/15-6/28/16	Administration
<u>Trust</u> Administration follows-up on actionable feedback provided to ensure its implementation to improve practice.	All staff	9/8/15-6/28/16	Administration

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"> • Schedule NYCDOE Talent Coach visits. • Utilize Danielson Framework and Advance teacher evaluation system. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, teacher ratings for Measure of Teacher Practice (MOTP) in component 3b will increase by .05 when comparing Cycle 1 and Cycle 2 observations.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Parent-Principal trust was one of the highest rated components on recent Framework Report. Teacher outreach to parents is on par with citywide average.</p> <p>Data Analysis</p> <p>Framework for Great Schools Report 2015-Strong Family-Community Ties Parent Involvement 73% (DTSDE 6.4)</p> <p>2014 School Quality Snapshot: 87% of parents are satisfied with the education that their child has received. 88% of parents feel that the school offers enough variety of courses, extracurricular activities, and services. (DTSDE 6.2)</p>		

Part 2 – Annual Goal

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

By June 2016, we will increase attendance by 5% of parents attending school-wide celebrations, parent professional learning and parent-teacher conferences as determined by responses to surveys and attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Strong Family-Community Ties</u></p> <p>Continue to implement and expand school-wide Bridge to Success theme to build a stronger community.</p>	<p>Families</p>	<p>9/8/15-6/28/16</p>	<p>Administration, staff developers, classroom and cluster teachers, paraprofessionals</p>

Provide parent engagement activities as part of Terrific Tuesdays

- Open-access parent-teacher conferences
- Parent-student school-wide clubs
- Parent Zumba and couponing clubs
- “Muffins and Coffee with Ms. Colón” parent café
- “Doughnuts with Dads” parent café
- Workshops provided by grade-level team
- Survey parents for availability and interest

Schedule school-wide events, i.e. writing celebrations, Bridge Expo, Winter/Spring Concerts, Pre-Thanksgiving Dinner, Holidays Around the World, Family Literacy/Math, Science, etc..

- Attendance and feedback reviewed after each event

Specific data, goals and action plans relating to individual students shared and reviewed with parents throughout the year through meetings, interim progress reports (IPR) and report cards.

- IPR are translated into Spanish and differentiated to address needs of

<p>SWD and ELL students</p> <p>Share important events, announcements and notices with families.</p> <ul style="list-style-type: none"> • School website • School Twitter feed • News ticker • Newsletter • Calendar <p>Automated phone system communicates important notices and follow up with student attendance with families.</p> <p>ClassDoJo is an application that provides families with instantaneous feedback regarding classroom behaviors and allows communication between family and school.</p>			
<p><u>Effective School Leadership</u></p> <p>Whole school achievement data, goals and action plans shared at general parent meetings. Support in the interpretation and use of this data will be provided.</p>	<p>Families</p>	<p>9/8/15-6/28/16</p>	<p>Administration, staff developers, classroom and cluster teachers, paraprofessionals</p>
<p><u>Trust</u></p> <p>School-wide Bridge theme promotes an inclusive school community.</p> <p>Parent meetings around data and goals unifies</p>	<p>Families</p>	<p>9/8/15-6/28/16</p>	<p>Administration, staff developers, classroom and cluster teachers, paraprofessionals</p>

stakeholders in effectively supporting each student.			

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"> • Schedule a variety of professional learning opportunities and school-wide events for parents. • Schedule Zumba and couponing clubs for parents with per session staff. • Schedule “Muffins and Coffee with Ms. Colón” parent café • Schedule “Doughnuts with Dads” parent café • Schedule open access parent conferences 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, we will be on pace to increase attendance by 5% of parents attending school-wide celebrations, parent professional learning and parent-teacher conferences as determined by responses to surveys and attendance sheets.
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Letter Name/Sound Correspondence, Print Concepts, Fountas and Pinnell Word Test, Vocabulary Test , Fountas and Pinnell Benchmark Assessments, teacher/parent recommendations, iReady diagnostics, myOn reports, Critchlow vocabulary language scales	Guided reading, word work, including Foundations, interactive writing, independent reading, independent writing, repeated readings, visible thinking activities, group discussion -including RADD, accountable talk; Imagine Learning, iReady, Saturday Academy	Small group, one to one, push-in (as needed)	During the school day, after school
Mathematics	Teacher /parent recommendation, BOY, MOY, iReady diagnostics, SE multiple grade levels	Fluency building activities, Reflex Math, iReady, Departmentalized	Small group, one to one	During the school day
Science	Reading and writing PBAs, SE multiple grade levels	Same as Literacy above, Content Day, Departmentalized	Small group	During the school day
Social Studies	Reading and writing PBAs, SE multiple grade levels	Same as Literacy above, Content Day, Departmentalized	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher/parent recommendation, a crisis, an incident, SWIS data	Counseling, “check in-check out”	Individual or group counseling	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Candidates are screened and selected from NYCDOE Open Market system. • A hiring committee is formed with staff and parent representatives, and chaired by the Principal. • The hiring committee interviews each candidate. • Candidates do a demo-lesson viewed by the hiring committee. • The hiring committee rates each candidate based on their responses to interview questions. • The hiring committee discusses and provides input on each candidate to the Principal.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Grade level team collaboration • On-site PL as needed • Collegial Intervisitation Program, including triad protocol, off-site intervisitations • Assign Instructional Support Mentors • Literacy and Mathematics Staff Developers • Alignment of teacher practice and professional learning with Professional Goal Plans • Differentiated professional learning based Advance/Danielson component ratings

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our PK program offers a variety of inclusionary practices to better connect with other preschools and early childhood, and support transition to the elementary school setting. We offer activities such as.

- On-site tours for PK families facilitated by our parent coordinator and the assistant principal for early childhood
- Multiple parent workshops around the transition and adjustment process for PK students. This includes “Turning 5” students who have been screened for special education services upon entering K.
- Our teachers participate in on-going joint PL sessions through the Office of Early Childhood Education.
- We use a CCLS aligned program that ensures the right balance between play and learning mandated by ECRS.
- Additionally we have strong community ties in order to inform parents about services and interventions available

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.

Team collaboration is integral to the planning, preparation and delivery of instruction. The use of assessments and data to inform and differentiate instruction is vital to this process.

- Grade level teams have one weekly common planning, in addition to, professional learning and responsibilities on Monday and Tuesday afternoons.
- Collaboratively plan integrated units of study with pre-, mid- and end of unit performance based assessments.
- The Reflective Inquiry, or vertical, Team is comprised of grade leaders, out of classroom support staff and administration. The team is an important forum for decision making and maintaining vertical instructional coherence.
- The vertical and grade teams utilize the CAN protocol to look at student work, identify gaps in understanding and inform instruction.

- The PLC is comprised of teachers and administration and is responsible for developing the year-long Professional Learning Plan.
- The MOSL Assessment Team addresses the administration and use of data from BOY and EOY MOSL assessments.
- Grade level, vertical and curriculum teams work in tandem with Literacy and Math Staff Developers to assess, modify, and augment the curriculum to ensure that the quality of our integrated units of study are at their highest and have a thorough alignment with the CCLS.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	793,774.00	X	Section 5a Part 3, 5b Part 3, 5c Part 3, 5d Part 3, 5e Part 3
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$154,607	X	Section 5a Part 3, 5b Part 3, 5c Part 3, 5d Part 3, 5e Part 3
Title II, Part A	Federal	237,128.00	X	Section 5a Part 3
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	Section 5a Part 3, 5b Part 3
Tax Levy (FSF)	Local	4,436,829.00	X	Section 5a Part 3, 5b Part 3, 5c Part 3, 5d Part 3, 5e Part 3

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

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. PS 72, 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. PS 72 will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

PS 72, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 72 Dr. William P. Dorney</u>	DBN: <u>08X072</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>40</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>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 ESL After School Support Program

The ESL Afterschool Support Program is offered to all of our ELL student in grades K through 5. The goal of our program is to prepare the ELL students to achieve English proficiency. Based on the data of the NYSESLAT results from the Spring of 2014 and the results of the 2014 State ELA test, we can see our ELLs have shown a common area of weakness in both writing skills and reading comprehension. The instructional focus of the Afterschool Program will be on building comprehension skills, increasing vocabulary, and improving writing. The entire ELL population will be invited to attend this program. The two teachers, the ESL teacher and the Content Area teacher, will co-teach and differentiate the students instruction by using Flexible Grouping. The students will be grouped according to their appropriate Fountas and Pinnel level. They will accelerate their English acquisition in all four modalities; Listening, Speaking, Reading, and Writing. The program will occur twice a week on Wednesdays and Thursdays from 2:30-4:30 PM. The program will begin on November 12, 2014 and will end on May 6, 2014. The licensed ESL teacher will be using the (LLI) Leveled Literacy Intervention Program, by Heinemann. This program was purchased with Title III funding. This program uses the Fountas and Pinnel Intervention as a measure of student learning. This LLI Program teaches all reading levels through guided and shared reading and writing practices. The program is designed for ELLs and other struggling students. The reading support starts at level Pre-A and continues up to Level Q. The schedule for our flexible grouping will be as follows, one group working using LLI with the ESL teacher. The content area teacher will work with the other group utilizing the Imagine Learning computer program (which is at no cost to Title III funds). The Imagine Learning computer program is designed for our ELL population and students with disabilities. The groups will switch half way through the scheduled time of the program. Imagine Learning is a fun and rigorous program where students start at their individual learning level. The content area teacher will monitor the students individual progress and print out student work on worksheets that are geared to the student's individual needs. The teacher can then conference individually with students. Individual Progress Reports can also be generated and they list student's strengths and weaknesses as well as vocabulary words to study. This work can be reinforced as homework or classwork.

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: One of the PD's that supports our Title III program occurred on Thursday, October 30, at PS 72. This workshop was given by our network 607 achievement coaches. The teachers of the Title III program attended this training. During the workshop, we analyzed NYSESLAT data and student work to help plan for our title III program. In addition, both teachers of the program will engage in professional learning sessions in which they will focus on lesson study using the Literacy Intervention

Part C: Professional Development

Program they will be teaching the ELLs. The teachers will meet every two weeks on Tuesdays from 3:45-4:30 pm.

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: One of the challenges ELL parents are faced with is the inability to help their children because of a language barrier. We have applied to host ESL classes through the Office of Adult and Continuing Education, Bronx Adult Learning Center. We plan to begin in December 2014. The program can accommodate 40 parents. We have also scheduled specific workshops with the VNS NY for November 2014, February and April 2015. These workshops and informational meetings will focus on resources and opportunities for the ELL families. We will send home translated material informing parents of these workshops.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 8	Borough Bronx	School Number 072
School Name Dr William P Dorney		

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 Margarita Colon	Assistant Principal I.Scott Bracey
Coach type here	Coach Faith Snook/Math
ENL (English as a New Language)/Bilingual Teacher Patricia Blasone	School Counselor type here
Teacher/Subject Area Janette Hernandez/5th	Parent type here
Teacher/Subject Area type here	Parent Coordinator Veronica Brugman
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	813	Total number of ELLs	60	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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	60	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	14
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	54	2	14	6	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assesment tools PS72 uses to asses the early literacy skills of our ELL population are the Fountas and Pinnell Benchmark for reading. We also use the Teachers College Writing Project. After studying the data from these assessments, measure the strengths and weaknesses of our ELLs. These results are used to support the classroom teachers, ENL teacher, and the AIS teachers. This makes planning more effective to meet the needs of our ELL population. The data provides insight into the reading levels, vocabulary knowledge, phonemic awareness, and reading comprehension in English of our ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal that the ELL student's performance levels in Listening and Speaking are stronger than their Reading and Writing levels. The Reading and Writing is in most need of support. Students in grades K-2 seem to acquire listening skills as well as speaking skills through the use of poems, chants, other rhyming patterns as well as phonics. Visual aides help increase vocabulary knowledge. Our newcomers, regardless of age, need immediate support in all four modalities. Upper grades 3-5 students are in need of increasing their reading comprehension and organizational skills in writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The Annual measurable achievement objectives reveal the percentage of students making gains in English. Our goal is to provide a comprehensive literacy program to develop strong listening, speaking, reading, and writing skills for our ELL population. Using Total Physical Response techniques and Realia, strengthen a students knowledge of vocabulary and comprehension. Practicing strategies, such as utilizing prior knowledge acquired in the content areas in their native language, is an example of strengthening their language skills. Visual aides, hands on activities, using manipulatives, graphic organizers, picture dictionaries, audio books, and the Imagine Learning Computer Program, are various support strategies. These strategies are being utilized through scaffolding and increase background knowledge. Wonders, by McGraw Hill is the new reading program our school has purchased. It is CCLS aligned and it has an ELL component to help students develop language proficiency. The program also includes leveled readers that differentiate for small group instruction. Our materials include interactive read-aloud cards, big books, listening library, retelling cards, high

frequency word cards, unit and benchmark assessments. This program helps support the ELL students develop proficiency in all four language modalities.

4. For each program, answer the following:

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

A. The patterns across the performance levels and grades reveal that the ELLs' listening and speaking skills are mastered earlier than the ELLs' writing and reading skills. Students who have reached proficiency in speaking and listening, continue to score in the transitioning level in reading and writing. As a result, they continue to be eligible for ENL services. Students in grades K-2 need to master all four language modalities. The majority also become commanding/ proficient in the listening and speaking modalities. They need more time to master the reading comprehension and writing skills. Grades 3-5 ELLs need to improve their reading and writing in order to score proficient. Currently, we have newcomers entering grades 3-5. Their scores in the modalities of the NYSITELL have shown a pattern. ELLs who are limited in their native language struggle to achieve comprehension in English. These students are SIFE, students with interrupted formal education. As for the students who are literate in their native language, they achieve a higher score on exams that are available in their native language as compared to taking it in English. Therefore, whenever possible, students are given bilingual dictionaries and context books in their first language to give additional support. We make available in Spanish the texts: "Go Math" (Houghton Mifflin Hartcourt) and Glossaries (Science and Social Studies).

B. Our school leadership and teachers are using the Periodic Assessment to make instructional decisions. This test assesses ELLs in Grades 3-12 on their English proficiency. The test is aligned with New York State English as a Second Language Standards. The test will enable teachers to identify an individual student's learning needs. This helps us set goals and differentiate for our ELL population.

C. The Periodic Assessment provides good practices in preparation for the NYESLAT. Teachers can prepare students by supporting their area of weakness through planning instruction based on questions from the test. The home language is used to support students using Bilingual word-word dictionaries.

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 ESL teacher works with the leadership and teachers, sharing the results of the Periodic Assessments. The AIS team also shares the results of the students benchmark literacy assessments. The results of these tests will elucidate the strengths and the weaknesses which we use to plan instruction. Students who need support in listening comprehension usually work well with simple TPR commands and repetition. When focusing on the writing of ELLs, teachers spend time on the grammatical errors of English. Students practice basic sentence formation i.e. What makes a complete sentence?. PS 72 is also participating in the Teachers College Workshop Project. All students are given a baseline assessment at the beginning of the year to measure their writing proficiency. The teachers use multiple means of progress monitoring to measure student growth. All ELLs receive targeted instructional support through RTI . AIS (Academic Intervention Service) members pull ELLs out to work on vocabulary and reading comprehension. All staff are working to increase each child's reading fluency and comprehension level. The ESL teacher also focuses on grammar when writing as well.

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

The ESL teacher meets with AIS and classroom teachers. Together they plan appropriate scaffolds during instructional time. ESL strategies are implemented throughout classrooms.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

The success of the NYESLAT Program is measured by monitoring student growth in the four modalities. We also use the periodic assessments to identify the students strengths and weaknesses. Lessons are developed to address the needs of ELLs based on the assessment results. Students are given listening exercises to improve their listening skills. A student's native language is used when newcomers need help to understand different problems in science and math. We support newcomers in their native language via bilingual staff members and students who speak the same language proficiently.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
To initially identify students who may possibly be ELLs, the following steps are ensured. First, students are registered by the Pupil Personnel Secretary along with the ESL Teacher and a translator when necessary. Parents receive a registration packet which includes a Health form, a Residency Questionnaire, an Ethnic Identification Form, and a Home Language Survey Form (HLIS). The ESL teacher reviews the HLIS Form and has an informal interview with the parents and the new student. As the interview takes place and translation is made available, The ESL teacher / coordinator, will gather information to determine the students academic history for proper placement. All HLIS forms are analyzed by the ESL teacher/coordinator to determine whether a child is eligible for NYSITELL testing. If eligible, the process is explained to the parent/guardian and the child is administered the assessment. This test is given within the first ten days of school. The ESL teacher hand scores the test and determines eligibility. The Spanish LAB is administered to the Spanish speaking students whose dominant home language is Spanish and the student tested eligible for ESL .
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).
First, the students birth certificate, prior report cards, and prior educational plans are reviewed to establish the last grade successfully completed. An oral interview with the parents is conducted establishing the amount of hours during the day/week their child attended school. The student is given the Spanish LAB-R as well as the NYSITELL. We then administer the Fountas and Pinnell reading assessment. If a student is academically behind two or more grade levels, they are considered 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).
These are ELLs who are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility. The team decides the language preference and the services to be given. ELLs with SWDs take the NYSESLAT. Some test accommodations may be used for the test. ELLs with disabilities must receive the required level of ELL services. The school SBST consists of our Family Worker Ms. Figueroa, the School Psychologist Ms. Iannarelli, Ms. Mendez and Ms. Lourdes our Bilingual School Psychologists and our Social Worker, Mrs. Ryan..
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The notification letters are mailed to those parents who do not attend the parent orientation meeting. The ESL teacher hand delivers forms to parents/guardians during dismissal. In order to ensure that all forms are returned to the school, the ESL teacher provides students with reward incentives to encourage return of the forms. Our School has recently taken part in a positive incentive Program called ,DOJO. It works from a Smart board or an I-Pad. The idea is for students to here a beep and gain a point that gives immediate reward for doing the right thing, The parents get to view their child's point rating, which seems to motivate students. This plan has proved extremely effective. When necessary, if letters still are not returned, the ESL teacher will follow up with a phone call as well as a second mailing of the parent survey/selection form. If there are any forms not returned, the parents are sent a final notice in both English and their native language informing them that their child will be placed in a Transitional Bilingual class if there is no selection made. This letter is sent home, certified mail.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During the parent-ELL orientation, parents are informed of their rights, including the right to appeal ELL status within 45 school days of enrollment. The ELL Identification Process would then be administered a second time to verify the validity of the student's ELL status. The principal will then accept or reject the recommendation of SBST team. The final decision is made by the superintendent or superintendent's designee.
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.
To ensure that parents are informed of the three program choices we follow the outlined procedure. Those students who were deemed eligible for ELL services based on their NYSITELL results (which is administered to new admits within the first ten days of admittance) as well as previously assessed ELL's on the NYSESLAT, are offered three program choices for receiving service (Transitional Bilingual, Dual Language and/or Freestanding ESL). A Parent Orientation meeting occurs during the fall registration time, where parents view a video describing the three instructional ELL programs. We also give the parents brochures explaining the three programs. Then the ESL teacher and parent coordinator explain the three program choices offered in New York City Public Schools. Survey and Program Selection Forms are distributed to parents/guardians of the identified students, in their native language. Afterwards, the Parent Survey and Program Selection Forms are completed by parents. Program choices are further

explained and assistance is provided. We then open up the meeting for questions. A One on One Parent Orientation meeting is offered throughout the year to accommodate new arrivals/new admits.

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.
In order to ensure that all forms are returned to the school, the ESL teacher provides students with rewards or DOJO incentives to encourage return of the forms. This plan has proved extremely effective. When necessary, the ESL teacher will follow up with a phone call as well as a second mailing of the parent survey/selection form.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If there are any forms not returned, the parents are sent a final notice in both English and their native language informing them that their child will be placed in a Transitional Bilingual class if there is no selection made. This letter is sent home, certified mail.
9. Describe how your school ensures that placement parent notification letters are distributed.
These letters are mailed to those parents who do not attend the parent orientation meeting. The ESL teacher hand delivers forms to parents/guardians during dismissal.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
One copy of ELL documentation is kept in the ELL teacher's files. Another copy is kept in the ELL students' cum. folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher creates a schedule to administer the NYSESLAT. The classroom teachers of ELLs exchange students to administer the speaking portion individually to the ELLs. The ESL teacher schedules by grade bands to administer the Listening, Speaking, Reading and Writing sections during the testing period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
As with the the other letters, the parent coordinator and ESL teacher will contact parents via phone. They also hand deliver forms to parents/guardians during dismissal.
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 Parent Choice Forms we have noted that the majority of our parents have opted to choose the free standing ESL program. The parents want their children to be immersed in the English Language and believe that ESL is the best program to foster this. They are made aware that we use mostly the Push-In Model. The Pull-out model is used for Entering and/or Emerging ELLs that need additional Support. We have noted that approximately 90% of the eligible parents have selected ESL as their first choice. The remaining 10% of parents have chosen Dual Language as their first choice and Bilingual as their 3rd choice. . The ESL program model offered at PS 72 is directly aligned with parent requests noted on the Parent Survey and Program Selection Form. Parents prefer that their child be placed in an all English class while receiving Push-In / Pull-out Support from the ESL teacher. These children are also offered AIS. The ESL teacher mainstreams the students with disabilities into the general education groups.

Part V: ELL Programming

A. Programming and Scheduling Information

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

The ELL students are placed in the same class on each grade when possible. ELLs with disabilities join the ENL teacher with a group which, is academically suitable for the student. The classrooms' ELL students are heterogeneously grouped. The ENL teacher escorts the students to the push-in class.
 - b. TBE program. *If applicable.*

NA
 - c. DL program. *If applicable.*

NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL teacher provides the minutes of instruction for the majority of the students. All the ELLs are receiving ENL instruction through the ENL teacher. In addition, we provide the students with technology based support with a computer program called Imagine Learning. This educational software was developed to support ELLs.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ENL teacher as well as the classroom teachers of ELLs have incorporated ENL strategies into their daily teaching and lesson planning. Here at PS 72 we have designed our instruction around the Workshop Model. Our teachers are using the Common Core Standards aligned McGraw Hill Wonders Reading Program. We use the architect of a mini-lesson to craft their instruction and provide whole class instruction, followed by small group targeted instruction. A summary of instruction is done during a whole class share. This model of instruction provides structure for all of our students, but more specifically it helps us to support our ELL learners. The ENL teacher supports the ELLs in all content areas. She provides differentiated instruction based on language needs. Classroom teachers have embraced the Whole Language Approach for instruction in literacy. This approach supports all students in developing their listening, speaking, reading and writing skills. The ENL teacher works with the ELLs in these areas by using scaffolding strategies that assist the ELLs in building comprehension and mastery of subject matter. The students read independently to increase stamina and fluency during the allotted period of 100 Book Challenge. The Fountas and Pinnell Assessments help guide the teacher to drive instruction on each students appropriate reading level which, is another support from which the ELL students benefit. We have put in place professional development to support our teachers in using Total Physical Response (TPR) and more concrete teaching tools, such as photographs, picture cards and Tier 1/2/3 word walls. Also, the use of SMART boards to help with additional visuals. In math we use the new Go Math curriculum to instruct in mathematics. Our classroom teachers provide support for ELL students by using visual representations and hands-on manipulatives to make an abstract concept more concrete. This math intervention is found to be very successful with our students. It also teaches with a hands-on approach. Many Tier 3 words are supporting the ELLs in the content area. In all academic areas we are conscious of the vocabulary that we teach our students, especially with our ELL population.. The classrooms have a print rich environment where objects in the rooms are all labeled. Teachers in grades K-2 use the Foundations Curriculum to build phonemic awareness as well as building a foundation for reading and writing. This program has supported our early emergent readers, our students with special needs and our English Language Learners. It especially supports our SIFE population. As for social studies and science, they are taught as interdisciplinary subjects to literacy and math. We incorporate non-fiction reading into our literacy instruction. We apply all of our ESL teaching strategies to these subjects as well. Our teachers use Interim Progress monitoring to assess all of our students. The teachers are particularly aware of the needs of our students of the ELLs and SWDs. Our school is now using The Teacher's CollegeWriters Workshop as well. This writing program is supporting our entire PS 72 population.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since we currently do not have a Bilingual class, we do not evaluate our ELLs in their Native Language. We do however, Administer the Spanish LAB, one time when the Spanish ELLs are first identified and tested with the LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities of English Acquisition through out the year. We administer The Periodic Assessment in the Fall and the Spring. On a daily to weekly basis, we evaluate thru conferencing notes, group discussions, and turn and talks. The teacher listens in on the conversations and documents responses. Four times a year, the students are assessed in reading via the Fountas & Pinnel reading assessment.
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
- 6a. SIFE students are supported using visual aides, Foundations , phonemic awareness and Imagine Learning Computer Technology with the ESL teacher. The AIS teachers also work with these students using the Fountas and Pinnel Leveled Intervention kit.
- 6b. Newcomers are also instructed using visual supports, i.e. picture cards and bilingual picture dictionaries. The Imagine Learning Computer Program is also available in many of the students' native language.
- 6c. ELLs who are receiving services for 4 to 6 years are provided AIS instruction as well as Imagine Learning technology based support.
- 6d. Currently we do not have Long Term ELLs. When we do, we continue to give them support through the Imagine Learning Program and AIS small group support aligned to the students' reading level. They are also invited to our school's Saturday Academy program and ESL After School program.
- 6e. Former ELLs in years one and two continue to receive modifications for ELLs on State Exams. The ESL teacher continues to monitor their performance by conferencing with their current teachers. They are still invited to the ESL After-School Programs if they need the extra support. They also can continue to utilize the Imagine Learning computer program and attend our After- School and/or Saturday Academy program.
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.
- Services are provided during the re-identification process. AIS and ESL personnel continue to pull out at risk ESL students.
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?
- A variety of Instructional Strategies are used that support and scaffold the academic content and language for the students with SWDs , helping them understand and have access to the content areas and accelerate their English language development. The teacher works with the students in small groups to target reading comprehension skills, inferencing, critical thinking, building vocabulary and developing their writing skills. This is done through read alouds, shared reading, guiding reading and interactive writing. During math, all students use manipulatives, as well as an interactive word wall and flash cards to teach math vocabulary. Counting charts, Apple iPads, and Smartboards are also used to display visuals. Imagine Learning computer reading programs are also utilized and allow the ESL teacher to monitor their progress. Visual Aides, TPR, rhyming words, and chanting are also utilized to address the needs of our ELL-SWDs.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- The school highlights ELL strategies within the ELA and Math curriculum to support English acquisition. Teachers implement through intruactional planning. Grade Leaders meet weekly on a Vertical team along with the ENL, AIS and SETTS teacher to discuss all students' progress. The team discusses different approaches to modify instruction, to meet the needs of their students. ELL-SWDs performance and instructional needs are monitored by the classroom teachers and the IEP team. Regardless of their class, students are grouped according to needs and corresponding level-range so that students may succeed in a least-restrictive environment.

Chart

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

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

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

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



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

Chart

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

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

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

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

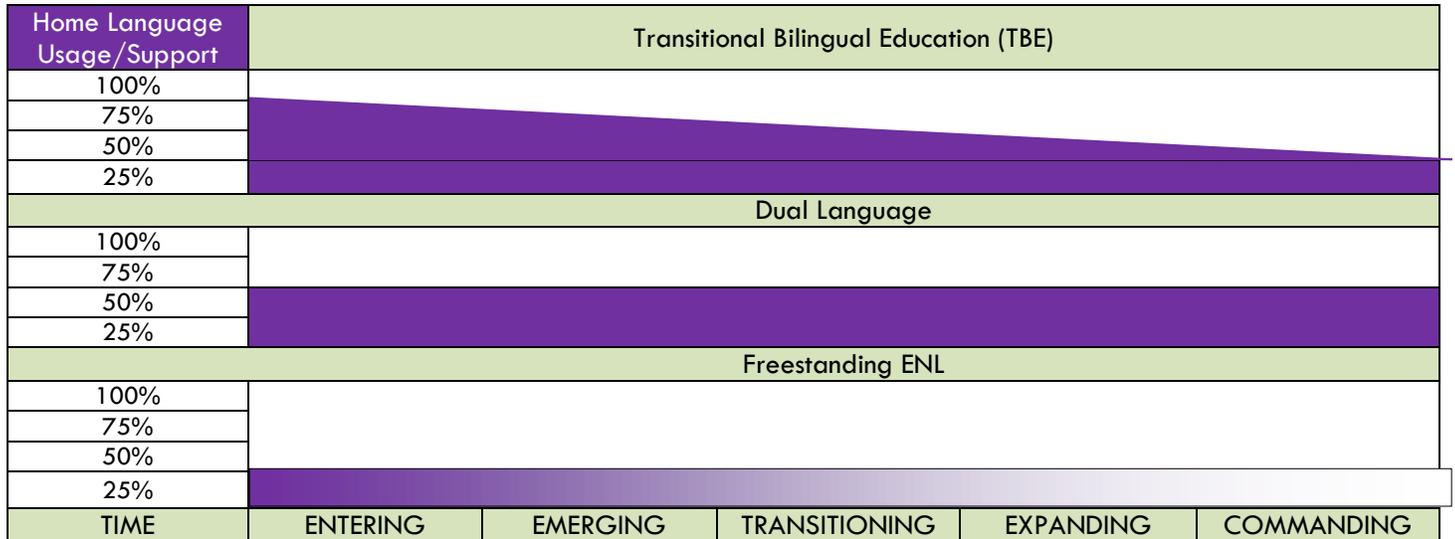


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our English Language Learners receive Academic Intervention Services based on need. AIS is also provided as a pull out service. AIS providers pull out small groups. They work with students based on results of the Fountas and Pinnell Benchmark reading level, the Periodic Assessment results in grades 3 to 5 as well as the ELA, Math and on going teacher assessments. Since our ELLs are grouped heterogeniously, we have all the subgroups together in mixed classes. All the ELLs are provided with service in these classrooms. Students are also afforded the opportunity to take part in the ESL After School Program, which prepares them for the NYSESLAT as well as to become more proficient in the English Language. Additionally, the Imagine Learning computer based program has been purchased. It teaches students the essential skills and strategies required for reading success. Native language support is given in the form of resources and materials. We have books in the native languages of the students in the classrooms and libraries. The program Imagine Learning English is currently being used as an intervention during the regular school day. This computer program is especially beneficial to SIFE students as it introduces itself in the students first language, when available. (It is offered in several languages at the introduction stage.) It teaches early literacy skills such as letter recognition, phonics, reading comprehension and vocabulary skills. This year we will be offering after school time on Imagine Learning English . This program starts the beginner ELL's in their first language as the children are building confidence as they are introduced to english skills at their individual pace. This program is offered to the entire ELL population, K through fifth. The incoming non-English speaking ELL's learn to adapt more when given the opportunity to go on the computer. All the required services support and resources correspond to our ELLs' ages and grade levels. We do not have any activites for newly enrolled ELLs prior to the beginning of the school year. There are no language electives offered to our ELLs.
- All of our transitional ELLs who have reached proficiency on the NYSESLAT are still supported by the ESL teacher when she pushes into their classes. She will work with them in their small groups. They are also given AIS services by the providers. All ELLs continue to get accomodations on State tests.
- All our ELLs have access to all of our school programs. OST (Out of School Time) which is housed at PS 72 offers homework help, as well as recreational time for any child whose parent has requested the after school care. This program offers dramatic experiences for the students to engage in and other family based events.
- This year, our parent coordinator has continued to offer many workshops and activities for students, including but not limited to our ELL population, to participate in (i.e. - Book Club, story night, and Curriculum Fairs). We have implemented a school chorus for upper grade students. Students auditioned to be part of the chorus if they were interested in joining this extracurricular group. We also have a school band. Students can participate in the band as well. Language through music has always been a great way to master a language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is a year of transition. PS 72 has implemented a new curriculum throughtout all grades. Wonders, a new reading program by McGraw-Hill has been implemented in grades K-5. Wonders offers support in order to scaffold information for ELLs. The program offers opportunities to reinforce material during small group instruction. Wonders also provides explicit and systematic phonics and word study. The classroom teachers and ESL teacher will work together with the Literacy Staff Developer to ensure the new curriculum is supporting our ELLs. Additional scaffolds and supports will be put in place such as the Imagine Learning Computer Program.
12. What new programs or improvements will be considered for the upcoming school year?
- Teacher's College Writing Project is a new program we have adopted at our school. We will be using its best practices to improve the writing skills of our students. Also, as mentioned earlier, the Wonders Reading Program has been purchased for our schools reading program.
13. What programs/services for ELLs will be discontinued and why?
- None
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 included in all programs. PS 72 offers OST, which is a private program that keeps students until 6pm, offering homework help and recreational time. It is offered on a first come first serve basis. Student clubs are also available to all of our ELLs as well.
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.
- Imagine Learning, Smartboards, myON, tiered word walls, and bilingual picture dictionaries.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- During instructional time we support our students in their native language by offering content area instructional books as well as the English version, when available. We also have a Library of books to read for pleasure on all reading levels. We also pair up students who are proficient ELLs to help their peers.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our school ensures that all required services and resources support and correspond to ELL student's age and grade. We use age appropriate materials as well as books that our students enjoy and comprehend. The ENL teacher reinforces what is being taught in the classroom during push-in instruction.

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).

PS 72 does not offer activities to newly enrolled ELL students before the beginning of the year. Students and parents are supported through translated materials such as the PS 72 school handbook. The PS 72 .org Website translates weekly events, in the students home language.

19. What language electives are offered to ELLs?

None

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- 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

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is shared at grade meetings to keep the teachers current on the regulations and the mandates of the ENL program. ESL strategies for teaching content area subjects are shared. Staff is introduced to new terms of the mandates for our ELL population. Our Math Coach, Ms. Snook, offers ongoing workshops to staff members who are interested in learning more about Go Math's suggestions for ELL Support.
- 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?
Workshops, outside conferences, and meetings in other schools and regional offices. The State also offers workshops with Key Note Speakers of ELLs and their successful practices. These workshops are offered at Fordham University.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Workshops will be offered through the Network. The teachers take trips to visit the students new school and become familiar with the surroundings.
- 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.

ENL teachers will attend ELL meetings offered by the District. In addition, the ENL teacher will attend other workshops and programs offered by the Office of English Language Learners throughout the school year. She will turn-key information to other staff members. Classroom teachers, subject area teachers and special education teachers will be offered professional development during the Chancellor's Conference Days and/or any additional professional development days.

C. Parental Involvement

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

The ESL teacher, with the help of a translator, phones parents and invites them to individual meetings during Tuesday afternoons after 2:30 PM. This is offered every Tuesday.

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.

The ESL teacher logs and maintains parental folders regarding annual individual meetings. The specified folders also include evidence of the corresponding students' ELL performance and needs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We provide resources for parents such as ESL classes. An orientation for ELL parents is provided in the beginning of the school year. Parents are also encouraged to volunteer in the school. All notices are sent home translated, phone messenger about reminders and attendance are done bilingually. Translators are provided for meetings, workshops and school functions per request and Holiday/Cultural events (to share different traditions) throughout the year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The parent coordinator has scheduled for this year the following: Promise Zone will be providing specific workshops for ESL parents "Connecting with Community Services" as well as offering translation for the "Can We Talk" parent forum. In addition the CBO, Directions for our Youth will provide an ESL workshop titled "Who Am I?"

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

During the beginning of the school year parents are sent home a translated survey about the school's offerings and their interests.

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

Parents of ELL students are invited to Parent Orientations. New ELLs are arriving through the school year, therefore, it has become necessary to consistently invite new parents, to keep them informed of their options. The session is conducted by the ESL teacher. At this Orientation the ESL teacher gives an overview of the services she provides through the ESL program. The workshop is also translated into their native language. A video is shown which explains the various programs offered throughout the New York City Department of Education for both bilingual and ESL students. Following the video the parents are supported in filling out a Parent Survey and Program Selection Form. As we are committed to making this a partnership with our parents, the ESL teacher clarifies any questions the parents may have. Workshops are provided as the NYSESLAT testing dates approach to support parents in better understanding this process. The Parent Coordinator participates in the session welcoming and offering assistance with any questions the parents may have. We all play a role in informing the parents of other workshops that are being offered at our school. We also make sure monthly PTA letters go home in the appropriate language. "We Are NY" is a Mayor's Program the school offers to parents which teaches Adult ESL and Conversational English.

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.

N/A

School Name: **Dr. William P. Dorney**

School DBN: **8**

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)
Margarita Colon	Principal		10/29/15
I. Scott Bracey	Assistant Principal		10/29/15
Veronica Brugman	Parent Coordinator		10/29/15
Patricia Blasone	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
Ms.Hernandez/5 th GEN	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
Faith Snook/Math	Coach		10/29/15
	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: **08x072** School Name: **P.S. 72**
Superintendent: **Karen Ames**

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.

As students are admitted to our school we inventory HLIS forms to identify language preferences as it pertains to oral and written communication. In addition, students who are continuing in our school submit blue (emergency) cards which are also surveyed for language preferences.

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.

Our preferred languages are English, Spanish, Arabic, Urdu, Albanian and Other (African dialects).

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.)

Parent letters are sent out monthly and translated into Spanish. These letters include newsletters (school/curriculum) and notices (school activities/meetings) and address various issues such as attendance, dismissal procedures, units of study, etc. In addition, Interim Progress Reports are disseminated three times a year and are in English and Spanish.

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.

Our school has an Open House night in September, Parent-Teacher conferences (November, March and May), and numerous expositions and curriculum nights throughout the course of the school year. Including our Bridge Expo which occurs in January and our Science Fair in May. Our Attendance Team does daily outreach to those students who exhibit chronic absence and/or lateness issues. Guidance counselors outreach to families to give multiple supports and occasionally to address behavioral issues.

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.

Our school has a Literacy Staff Developer and a paraprofessional who translate all of our documents to Spanish that are sent home to families.

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.

Our interpretation needs are met by in-house school staff.

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.)

Via email staff will be informed of translation/interpretation services and how they can be accessed.

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

In addition, our Parent Coordinator will inform parents at meetings of interpretative services available to them.

Part F: Monitoring and Quality Control

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

Parents will receive a survey that'll allow us to measure if their preferred language was acknowledged and to what extent they feel interpretation services were accessible to them.