



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	10X085
School Name:	P.S. 085 GREAT EXPECTATIONS
Principal:	TED HUSTED

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Great Expectations School School Number (DBN): 10X085
Grades Served: K-5
School Address: 2400 Marion Avenue , Bronx, New York 10458
Phone Number: 718-584-5275 Fax: 718-584-7765
School Contact Person: Ted Husted Email Address: thusted@schools.nyc.gov
Principal: Ted Husted
UFT Chapter Leader: Robert Moore/ Tennyson Hurd
Parents' Association President: Yokayra Fernandez-Haghighi
SLT Chairperson: Carmen Ortiz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yokayra Fernandez-Haghighi
Student Representative(s): _____

CBO Representative: Dawn Johnson Adams

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza, Bronx, New York 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: One Fordham Plaza, Bronx, New York 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 in response to the first five (5) 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 American Institute of Research (AIR) Needs Assessment, 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 Education 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:

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

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, 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:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Ted Husted	*Principal or Designee	
x	Robert Moore	*UFT Chapter Leader or Designee	
x	Yokayra Fernandez-Haghighi	*PA/PTA President or Designated Co-President	
x	Madelyn Acevedo	DC 37 Representative (staff), if applicable	
	Yokayra Fernandez-Haghighi	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Dawn Johnson Adams	Community School Director (staff)	
		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>	
x	Carmen Ortiz	Staff/Special Education Teacher	
x	Tennyson Hurd	Staff/Enrichment Teacher- UFT	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Jeannete Diaz	Staff/Bilingual	
x	Lillian Rodriguez	Staff/Educational Assistant	
x	Mary Doran	Staff/CSA	
x	Ileana Figueroa	Parent	
x	Takima Martin	Parent	
x	Elba Tavarez	Parent	
x	Shani Ortiz	Parent	
x	Ana Clase	Parent	
x	Maria Montero	Parent	
x	Minnie Walinski	Parent	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Public School 85, also known as The Great Expectations School is situated in the Fordham-Tremont section of the Bronx. The school is located a few blocks from the Fordham Shopping District, Metro-North and Fordham University's Rose-Hill Campus. The New York Botanical Gardens and The Bronx Zoo are within a half-mile of the school. Built in 1932, Public School 85 has an 83 year tradition of serving New York City's immigrant and minority children. Currently, nearly 900 families and 1,016 children make up The Great Expectations School's student population with a staff of highly qualified teachers.

In order to meet the diverse needs of our large student population, the school is organized into three small learning communities called academies. Each academy is supervised by an Assistant Principal to ensure consistent support of teaching and learning. Our Early Learning Academy serves the needs of students in Kindergarten and First grade. In the fall of 2015, this program will be expanded to serve an additional 100 Pre-Kindergarten students. The Expectations Academy serves the needs of students in Second and Third grades. The Scholars Academy serves the needs of students in Fourth and Fifth grades.

Public School 85's vision is supported with strong partnerships. Turn Around for Children supports our efforts in school transformation by connecting our school community to a variety of mental health services. Turn Around also collaborates with staff to provide strategies towards building a safe and supportive environment, targeting social and emotional well-being of students and families. The Montifiore School Based Health Clinic provides a range of health services and is on-site. New York City Mission Society provides an Out of School Time program for our children, afterschool and during school vacation times. Additional partnerships include Mercy College Parent Center, Wellness in the Schools, Police Athletic League, Literacy Inc., Midori and Friends, and Ballet Tech.

Our school-wide curriculum incorporates the necessary instructional shifts in order to meet the demands of the Common Core Learning Standards. All units of study are aligned to the Common Core Learning Standards, in conjunction with assessments and differentiated strategies to meet the needs of all learners including English Language Learners and Students with Disabilities. Curriculum is built around themes of Discovery, Determination, Diversity and Destinations. Our students also participate in a range of enrichment opportunities including science, technology, dance, chorus, art, multi-media, and health/physical education. These learning experiences are offered in specialty spaces such as: the Media Learning Center, Science Lab, Auditorium, Gymnasium, Computer Lab and Dance Studio.

Public School 85 has implemented a Positive Behavioral Intervention Supports system called B.E.S.T. The B.E.S.T. of 85 is based on the belief that all staff members must model and actively/explicitly teach children both social and academic behaviors aligned to the Behavior- Effort- Scholarship and Teamwork Framework.

A school-based Teacher Center provides the base for professional learning and supports teacher development. The Teacher Center consists of a variety of teacher resources, professional books, technology, and is supported by instructional coaches, assessment coordinators, new teacher mentors and consultants. Data drives the Professional Development and Teacher Team work in order to plan for a year-long professional learning agenda and calendar. For the 2015-16 school year, there will be a continued focus on the instruction of reading, in support of student learning across content areas, through direct/explicit instruction, targeted guided reading, independent reading, and the development of student writing traits/craft. The school has organized the day to build in additional supports in reading. This is reflected in the targeted professional development of teachers and teacher teams using student data to make instructional shifts which impact student achievement.

Our parents are our most significant partners in achieving our goals. P.S. 85 has established a school- based Parent Center staffed by a parent coordinator in support of our families by providing guidance, workshops, resources, and access to technology.

As a Renewal School, we will begin (and expand) the implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including five hours of additional instruction per week for all students provided by teachers using a Project Based Learning model supporting Literacy Development within Science and Social Studies themes. Teachers will follow the Social Studies and Science scope and sequence to plan lesson which enhance content knowledge along with vocabulary, background knowledge and focusing on the common core language standards supporting all students including English Language Learners and Students with Disabilities. This model will increase opportunities for families to engage in home connection projects and celebrate learning experiences.
- Additional opportunities will be provided through our Lead Community Based organization for sports clubs, the arts, mentoring for at risk students and tutoring.
- Expanded services as a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school community.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core Learning Standards (CCLS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students including Students with disabilities and second language learners.
- Additional, focused strategies to increase parent and family engagement including: English as a Second Language for parents support for Families in Temporary Housing, Immigration and additional adult learning experiences.

We will also implement a School Renewal Plan based on a comprehensive needs assessment across all six elements of The Framework for Great Schools (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust). Although we have see growth in the area of supportive environment we continue to be challenged with collaborative teachers and trust. The goals identified in the RSCEP support growth in these areas by increasing communication and opportunities for teacher collaboration. Our school has identified an Instructional focus which supports our goals and emphasizes that students learn best when they are engaged in their own learning and are cognitively challenged. If educators consistently engage students in challenging complex reading and writing tasks aligned to the Common Core Standards, and develop the critical thinking and communication skills in students, then the Public School 85 community will achieve proficiency in English Language Arts.

VISION STATEMENT

Public School 85 is committed to nurturing the intellectual, physical, social and emotional development of all children and adults in our school.

Technology and the arts will support the differentiation of teaching and learning within small learning communities.

Our school family, together with our neighbors will cooperate in maintaining a safe, caring, respectful, and exciting school environment.

TODAY...TOMORROW...and

Section 5: Needs Assessment, Summative Vision, 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For Renewal 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
Part 1b. Needs/Areas for Improvement:		
<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 collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, the Integrated Intervention Team (IIT), School Review Report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data . While focusing on the Framework Element of Rigorous Instruction, the priority focus for improvement as indicated in May 2015 the Enacted Curriculum Report is that instructional time and pacing is currently not appropriately aligned to grade-level specific standards and the skills/strategies that support common core standards. An increased alignment and the use of instructional strategies consistently utilized across all classrooms across grade-levels. This will ensure depth around integrated topics and higher-order tasks that are closely aligned to the Common Core Learning Standards. The higher-order tasks, which will consist of multiple entry points, will be a collaborative process reflecting the instructional decisions derived from formative and summative assessment data. An asset within the school community are the existing structures and routines in place that support rigorous instruction, however there is a lack of consistency across classrooms evidenced in daily practices.</p>		

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

The school's Literacy Curriculum will be supported by Ready Gen resources (grades 1-5) and the Teacher's College Writing Units of study in Grades K-5. The School's Mathematics Curriculum will be supported by Go Math resources materials. The school's curriculum and units of study are working documents that will require ongoing discussion and revisions by teachers and teacher teams. The process will be begin over the summer of 2015 and place greater emphasis on scaffolded tasks that lead to more challenging work/work products and instructional shifts in teacher practice that will support and lead to increased student achievement. The infusion of these scaffolded and more challenging tasks will be evident throughout the literacy and math units of study. Our Instructional Focus recognizes that if educators consistently engage students in challenging complex reading and writing tasks aligned to the Common Core Standards, and develop the critical thinking and communication skills in students, then the Public School 85 community will achieve proficiency in English Language Arts.

During the Extended Learning Time our students will engage in Social Studies and Science explorations designed to enhance both content knowledge as well as communications skills through group work and project based learning experiences. All classes will be led by teachers and supported by tutors and mentors through Community Based Organizations. In support of our school's instructional focus a specific emphasis will be placed on content standards as well as CCLS for language supporting all domains of Literacy development including reading, writing, listening and speaking.

Following the new NYC science and social studies scope and sequence there will also be time dedicated to revise units of study. Although content area instruction will be integrated within ELA units and supported by Enrichment Teachers, grade-level teachers and teacher teams will be expected to plan for explicit instruction in science and social studies. All Enrichment Teachers will further support classroom instruction in content areas and have opportunities to communicate with grade-level teams in order to do so. For example, the science Enrichment Teacher in collaboration with grade four teachers will make decisions around which hands-on experiments will be conducted in the science lab and/or outside of classroom instruction. Another example, the dance teacher will support grade three social studies curriculum by engaging students in song and dance from communities around the world. English as New Language teachers will provide services for students a minimum of 50% of the time within the student's classroom in order to ensure a connection across all subject areas. Classroom libraries and resources in support of the units will be developed over time. There will be a focus on including more high-interest books/texts, media resources and leveled libraries/materials, in order to support units. Classroom environments will be organized for effort and reflect a supportive child-centered environment. As a result, our beliefs of how students learn best will be more transparent throughout classrooms. Teachers will closely monitor independent reading behaviors; ensuring students are reading at appropriate text levels. This will ensure students are applying learning from their guided reading groups. Independent reading will also be enriched to encourage students to read for enjoyment. Our beliefs reflect students reading independently to practice skills and strategies targeted in guided reading lessons, in addition to pursuing the love of reading. Differentiated instructional strategies and multiple entry points for all learners are built into units of study and pedagogical practice. This includes additional supports and strategies for English Language Learners and Students with Disabilities and emphasizes the use of technology, Thinking Maps, and increased opportunities for deeper student discussion. The Kagan Cooperative Learning structures provide teachers with a tool to support student engagement around tasks and discussion. Teachers and teacher teams will have clear learning

targets based on assessment data including conference notes. Conferencing will further support and continue to be instrumental in the teaching of reading (guided and independent reading). Our vision for rigorous instruction additionally includes a seamless instructional day, with specific attention to the Flow of the Day and use of instructional time. We will provide an additional five hours of instruction a week for all students and additional small group time for targeted academically at-risk students. School leaders, instructional coaches and CBO staff will support teachers in maintaining consistency through coaching and providing clear, actionable feedback. The development of teachers, teacher teams, and additional staff will be monitored and consist of accountability with regard to feedback. There is a shared vision that teacher development will directly impact teacher practice and result in student progress. Student growth will be measured in a variety of ways. Progress will be monitored overall at three points in the year from baseline to midline to end line, in all content areas. Throughout units of study progress will be measured by student work, portfolio reviews, DRA2, IRLA, and end of unit assessments. Teacher teams will have opportunities to collect, organize, analyze, modify/revise units of study, and plan for daily instruction. There will also be assessment data collected by teachers, facilitated and organized by the assessment coordinator, and analyzed by instructional coaches and administrators to make revisions to grade-level and school-wide goals, in addition to tracking grade-level and overall school progress. Our goal is for a minimum of 50% of our students to demonstrate measurable growth in ELA and Math over the next two years.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, school staff will enhance the existing common-core aligned curricula to increase the rigor and cognitive demand of tasks built into units of study and focus on the instructional shifts necessary to successfully meet these demands. This will result in an increase of the average student proficiency rates to 2.08 for ELA and 2.17 for Math, as evidenced by data from the NYS ELA and Math exams and meeting the benchmark progress target for June 2016.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School and additional instructional leaders, teachers, and teacher teams will collaborate to develop coherent curricula aligned to the Common Core Learning and Content Standards. Curriculum maps, units of study, and student tasks will be modified by teachers. TC writing units will be further revised and integrated and independent reading and guided reading blocks of time will be included in the curriculum and integrated into the instructional school day.</p>	<p>Teachers, teacher teams, and students in all grades including Students with Disabilities and Second Language Learners</p>	<p>Summer 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required</p>
<p>School and additional instructional leaders, teachers, and teacher teams will use an inquiry protocol to look at student portfolio work and data to target and share successful practices, reflected in student data and teacher reflection, in order to inform planning, refine and strengthen curriculum and instructional practices, and directly impact student progress.</p>	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required</p>
<p>Technology-based supplemental learning programs that include multiple entry points and incorporate student learning styles, will support students academically at-risk, focusing on ELLs and SWDs. Program data will support and impact teacher daily lesson plans allowing for more targeted small group lessons/work. This will assist in scaffolding student learning and ensure all learners have access to the curricula and tasks. (Supplemental learning programs: MyOn, iReady, SuccessMaker, Big Brainz,). Additional instructional supports/supplements will be provided during the Extended Learning Time and afterschool/Saturday programs.</p>	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required</p>
<p>School leaders and faculty will develop and share a common belief as to how students learn best that is</p>	<p>All students in all grades including</p>	<p>September 2015</p>	<p>Principal, Assistant Principals, teachers, Educational</p>

informed by the Danielson Framework (considering components 1e, 3b, 3d, and 3c). Shared beliefs will result in improved and common teaching strategies and practices evident in the vast majority of classrooms .	Students with Disabilities and Second Language Learners	through June 2016	Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources throughout the school year will include:

- All staff, with particular focus on classroom teachers and teacher teams
- Consultants
- CBO staff from Fordham University
- Professional literature, 80 minute Professional Development block
- Classroom libraries, leveled libraries, guided reading sets
- Whiteboards, iPads, laptop carts, desktops, computer lab, science lab, Multi-Media Center/Library, Teacher Center
- Scheduling revisions to allow for professional collaborations during the school day

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

By February 2016, 60% of students in ELA and 65% of students in math will be on target to achieve a proficiency rating of 2.08 for ELA and 2.17 for Math in June 2016. Evidenced by a simulated Math and ELA exam administered January 2016, based on a raw score of 60% or better.

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	D
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.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>School Leaders collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, the Integrated Intervention Team (IIT), School Review Report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data . A strength reflected throughout the school community with regard to Framework Element Supportive Environment is the high expectations in academic and social-emotional systems/behaviors that provide a safe learning environment for all students as reflected in the Supports and Structures report conducted in May of 2015.</p> <p>The NYC School Survey 2015 Report identifies inconsistencies in teacher and parent responses and a 10% gap between the school’s percentage of favorable responses and the average city percentage. An area for improvement is to consistently utilize and directly impact academic success for all students.</p>		

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How would you want school stakeholders to describe the school?

2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

P.S. 85 is a safe, caring, respectful and exciting school environment which nurtures the intellectual, physical, social and emotional growth of children and adults. This is how we like everyone to describe our school community. The expectations for CBO partners will focus on providing supports which meets the needs of parents and staff as well as engage children in enriching activities which nurture the whole child. Student voice and leadership will be fostered by an expansion of Student Government, clubs and student choice in activities. The school has developed a school wide Positive Behavioral Support program B.E.S.T. (Behavior, Effort, Scholarship and Teamwork) that teaches and reinforces positive academic and social-emotional behaviors that allow for effective teaching and learning. The program also supports collaborative work and fosters self-esteem. Together with our CBO partners we will expand our guidance services and supports to families and proactively address social and emotional behaviors/skills. A system that tracks behavioral RTI will be developed which will include support services and enrichment activities in order to assist the school in identifying needs and the impact of interventions on social and emotional development, academics and attendance. By increasing access to services for our families, including higher-risk families, we can address chronic absenteeism and improve lateness and attendance.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, the school's PBIS team in collaboration with the school's Community Based Organization (CBO) and Attendance Committee will continue to develop the school's positive behavioral interventions and supports to create a positive learning culture and environment for our students resulting in meeting the benchmark gains from an 89.5 % attendance rate to 91.7%.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In order to provide school environment that fosters a sense of safety and belonging along common expectations/language, a sense of community and to encourage all students to want to be in school, the school's staff will integrate Positive Behavioral Interventions and Supports (PBIS). Additional clubs and activities will be utilized to encourage attendance and build community (Sports and Arts)</p>	<p>All students and teachers in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required</p>
<p>The school leaders will convey high expectations to staff through actionable feedback given during formal and informal observations and will provide professional development and learning opportunities, and will hold staff accountable for those expectations.</p>	<p>All students and teachers in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required</p>
<p>School leaders, school staff, and CBO staff will collaborate to provide family-focused services including ESL classes, GED programs, social services supports, assistance for families in temporary housing and other family guidance supports and outreach in order to engage parents and family members in supporting student growth.</p>	<p>All students and families in all grades including Students with Disabilities and Second Language Learners</p>	<p>Summer 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers along with CBO staff.</p>
<p>Professional Development opportunities will be provided to target teachers of Students with Disabilities, English Language Learners, Students with Interrupted Formal Education and Students in Temporary Housing and better equip them to support these students and help all students to access grade level curriculum and feel success. The attendance team will monitor and respond to chronically absent students and the Community Based Organization with the assistance of Americorps will prioritize parent involvement activities among the families of this target group.</p>	<p>All students and teachers in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with CBO staff.</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Throughout the school year, resources include:

- All staff, with particular focus on classroom teachers and teacher teams
- Consultants from Turn Around for Children and Wellness in the Schools
- CBO staff from Fordham University
- Professional literature, 80 minute Professional Development block
- Classroom libraries, independent readers, leveled libraries, guided reading sets
- Student/family incentives
- Whiteboards, iPads, laptop carts, desktops, computer lab, science lab, Multi-Media Center/Library, Teacher Center
- Instructional materials and on-line educational subscriptions and progress monitoring tools (I-Ready, School Pace).

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

In January of 2016, the School Leadership team will compare the data collected during the fall administration Classroom Assessment Scoring System (CLASS) which is administered by outside evaluators to spring 2015 results and the fall of 2014 results and make adjustments to practices and professional development (including the RS-CEP) which impact Climate and productivity, Engagement, Instructional support and emotional support.

Individual, class, grade, and school level data from ATS for attendance will be monitored weekly by the Attendance Team . Guidance staff will follow up with families of students with patterns of absences below 92%. Our attendance goal for the school year is targeted for 91.7%, therefore ytd attendance in February 2016 should be at this target or better. In January of 2016 teachers will administer the DRA 2 for all students and an indicator of on track progress in February will be the number of students scoring in level 3 plus 2X the number of students scoring in level 4, divided by the total number of students equaling or exceeding an index of 50.

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<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>School Leaders collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, the Integrated Intervention Team (IIT), School Review Report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data . While focusing on the Framework Element Collaborative Teachers a targeted need for teachers to maximize on opportunities for professional learning during and outside of the school day as indicated in the May 2015 Supports and Structures report and an average percentage of positive responses on the NYC School survey report. There is a need to develop professional collaborations and trust to support a shared responsibility for student outcomes. In June 2015 average HEDI rating for Measures of Teacher Practice decreased in Danielson Framework for components 1e, 3b, 3c, and 3d .</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams? How are teachers providing opportunities for to deepen learning for higher achieving students? What system do teachers use to ensure that every child is safe in their class? What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?

6. How do you intend to use community educators / partners to support a collaborative teaching approach?

To support teacher collaboration the school is organized into academies under the supervision of an Assistant Principal. Grades K and 1 form the Early Learning Academy (in the Fall of 2015 they will be joined by a new Pre-K), Grades 2 and 3 form the Expectations Academy and Grades 4 and 5 make up the Scholars Academy. These teacher’s schedules are organized so that they have common planning time daily. Teachers who work across grades work together and form the Building-wide Enrichment and Support Team (BEST). Teachers are encouraged to use this time to work together in teams to collaborate on planning and review student work. In addition, during the Professional Development sessions teachers have opportunities to work across grades depending on the needs of the professional staff.

Curriculum planning and unit development is grounded in Heidi Hayes Jacobs work in terms of what do children need to KNOW, what do they need to UNDERSTAND and what do they need to DO to achieve the lesson’s Learning Target (Connie Moss) and Guiding Questions are identified based on Norman Webb’s Depth of Knowledge. Assessments, student work and the Common Core Learning Standards are used to shape the lessons and differentiate tiered instruction and learning experiences, ensuring all students are being cognitively challenged. Expectations for procedures and behaviors are modeled/taught, posted and referenced/reviewed. As our partnership is developed our community educators will assist teacher in additional methods to scaffold as well as challenge learning for students.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Throughout the 2015-16 school year, grade level teams will collaboratively use a protocol to analyze student work products to inform curricular and instructional adjustments to improve teacher practice directly impacting student achievement and result in a minimum of 80 % of teachers receiving a HEDI rating of ‘Effective’ or higher by June 2016 on Danielson components 3b, 3c, and 3d.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In order to support teacher’s use of data to inform instruction will be engaged in bi-weekly meetings using an inquiry approach driven by authentic</p>	<p>All students and teachers in all grades including</p>	<p>September 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel:</p>

student work and aligned to school-wide instructional priorities and goals that improve student outcomes. These meetings will be facilitated by the assessment coordinator. Team analysis of student work will be shared with instructional coaches to inform additional professional development needs that result in shifts in units, lessons, and pedagogy that improve student outcomes.	Students with Disabilities and Second Language Learners	through June 2016	including coaches, assessment coordinators and Counselors along with Consultants as required
Job-embedded professional development on instructional leadership skills for school and teacher leaders, principal, APs, mentor teachers and content coaches in order to create a culture for collaboration and develop the skills of school leaders in facilitating collaboration.	All supervisors and teachers in all grades including Students with Disabilities and Second Language Learners	September 2015 through June 2016	Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required
In order to empower teachers in the practices that support collaboration Model/lab site classrooms will be established across grades to support shared practices and foster teacher leadership and trust.	All students and teachers in all grades including Students with Disabilities and Second Language Learners	September 2015 through June 2016	Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required
In order to provide a forum for cross grade collaboration, weekly cross grade buddy reading will partner teachers across grades to collaborate on reading partners and best practices to support students, Families will be invited to be part of this process throughout the year in order to share strategies to support their child at home.	All students and teachers in all grades including Students with Disabilities and Second Language Learners	September 2015 through June 2016	Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Throughout the school year, resources include:

- All staff, with particular focus on classroom teachers and teacher teams
- Consultants
- CBO staff from Fordham University
- Professional literature, 80 minute Professional Development block
- Classroom libraries, independent readers, leveled libraries, guided reading sets
- Student/family incentives
- Whiteboards, iPads, laptop carts, desktops, computer lab, science lab, Multi-Media Center/Library, Teacher Center

-Instructional materials and on-line educational subscriptions and progress monitoring tools (I-Ready, School Pace).

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

By February of 2016 all confirmed observations should reflect the goal of a minimum of 60 % of teachers receiving a HEDI rating of ‘Effective’ or higher on Danielson components 3b, 3c, and 3d.

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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 (RSCEP).	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
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.	I
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<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 collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, the Integrated Intervention Team (IIT), School Review Report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data . While focusing on the Framework Element of Effective School Leadership a priority is the enhancement of shared leadership practices as indicated in the May 2015, Supports and Structures Report and a 70% favorable response rate on the School Survey report. In order need to communicate and monitor the impact that several Community Based partnerships and in-school interventions have on the academic achievement of students as well as attendance and social-emotional development.</p>		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

As our Community school and renewal school moves forward, the school's current vision of the school will be embraced by the entire school community as we close the gap between our current reality and our vision. Research, data and results combined with best practices in teaching will foster a true "shared" vision. The principal together with our CBO partner will strengthen our work towards nurturing the intellectual, physical, social and emotional development of all children and adults in our school. Through grounding our work together through shared understandings, CBO partners and school staff will be better able to meet and address the academic and social-emotional needs of our students. Through progress monitoring and individual goal setting for students, the school community can build stronger student intervention teams and make connections with outside providers as needed. The current structure of the school, organized into academies under the direct supervision of a single supervisor, supports and fosters the streaming across grades to meet student needs. The principal oversees all of the management of the school's fiscal resources in collaboration with The Field support center in order to ensure they are aligned with the academic and social-emotional goals of the school. Observations based on the Danielson framework are conducted across assigned grades by the grade level supervisor in order to maintain continuity. The principal reads all observation reports prior to being returned to the teacher and makes suggestions for feedback and actionable next steps. Additional observations are conducted in support of new and struggling teachers by the principal. Assistant principals, in addition to grade level supervisors, have school wide responsibilities. Each supervisor is responsible to coordinate the efforts of coaches and other Assistant Principals in one of the content areas of Literacy, Math and Science Social Studies. Professional Development to support the content is also coordinated by one supervisor. The role of the community school director will be defined to support all the initiatives in the school.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-16 school year, school leaders will utilize a comprehensive student tracking system to analyze, monitor and adjust the effectiveness of academic and support services improve student and school achievement resulting in meeting or exceeding the student achievement performance index metric target of 47 for ELA.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In order to foster shared leadership it is necessary to share information. A Student Information System will be developed and/or identified to support the monitoring of progress of students services and facilitate shared information/decision making in Academic Intervention Services and ensure all school leaders have access to the same information. School leaders will consistently connect all school improvements to the instructional focus, insuring that all stakeholders understand the connection between school improvement efforts and our focus and vision.</p>	<p>All students ,teachers and supervisors in all grades including Students with Disabilities and Second Language Learners</p>	<p>Summer 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required</p>
<p>In order for the School Leadership Team, together with the lead community based organization regularly review students progress during monthly team meetings across grades and sub-groups and make recommendations to supervisors regarding trends. School leaders will continually model the use of data to inform instruction through regular participation and facilitation in teacher teams and grade meetings</p>	<p>All students and teachers in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, School Leadership Team CBO partners.</p>
<p>Throughout the school year, school leaders will monitor unit plans and lesson plans to ensure they are aligned to the CCLS and instructional shifts necessary and appropriate to meet the demands of the grade level CCLS expectations. Professional learning for all staff members will focus on a growth mindset for all teachers toward mastering the instructional focus of the school. This professional learning will include considerations for new teachers, Measures of Teacher Practice, Measures of Student Learning and sub groups of students.</p>	<p>All students and teachers in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators</p>
<p>Together with the CBO, school leaders will identify, develop and delegate systems and programs which</p>	<p>All students ,teachers and</p>	<p>Summer 2015</p>	<p>Principal, Assistant Principals, teachers, Educational</p>

support high risk students and families to allow for administrators to focus on instruction. School leaders will continually model the use of data to inform instruction through regular participation and facilitation in teacher teams and grade meetings	supervisors in all grades including Students with Disabilities and Second Language Learners	through June 2016	Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Throughout the school year resources include:

- All staff, with particular focus on classroom teachers and teacher teams
- Consultants
- CBO staff- Fordham University
- Professional literature, 80 minute Professional Development block
- Classroom libraries, independent readers, leveled libraries, guided reading sets
- Student/family incentives
- Whiteboards, iPads, laptop carts, desktops, computer lab, science lab, Multi-Media Center/Library, Teacher Center
- Instructional materials and on-line educational subscriptions and progress monitoring tools (I-Ready, School Pace).

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

By January 2015 a Student tracking systems will be in place which tracks services, organizes all formative and summative ELA and Math assessment data, and provides additional student information that has a direct correlation and impact on student learning.

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>School Leaders collaborated with key stakeholders within the learning community and conducted a comprehensive needs assessment which required analyzing multiple data sources including, the Integrated Intervention Team (IIT), School Review Report, Preliminary Survey Report, Quality Review, APPR visits, Advance, School Quality Reports, professional learning feedback, and student data . While focusing on the Framework Element of Strong Family and Community Ties the school community struggles with engaging parents on a consistent basis and to scale.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment? How does the school provide support to families so that they understand and can take an active role in what their child is learning? How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught? How do families partner with the school and CBO to support student success? Will there be dedicated space for families? What adult education offerings can your school community provide to families? How would families be able to access and understand student data and progress?

The vision for Strong Family and Community Ties will encompass developing an action plan that will coordinate all of the existing family engagement activities and services provided by school staff and current Community Based Organizations along with our new community schools partner through the community school director. Our school based Parent Center will serve as a welcome center for parents. Family Engagement time on Tuesdays will enhance the opportunity for teachers to learn from parents and get a deeper understanding of their students. Teachers will share assessments and portfolios with parents to ensure they understand what their child is learning and what the data is identifying as strengths and gaps. Together with our CBO we will expand the opportunities for Family engagement nights and student performances to draw families into the school and help them to connect to the school. Our Family Engagement Coach along with the Parent Coordinator and CBO partner will work with Pre-K and Kindergarten parents as we welcome them to our school in the fall and communicate expectations for the school year. Parents are asking for adult classes for GED and ESL and together with our CBO partner, we will seek to connect them to these supports. All teachers have established a “Google Classroom” account for each family to allow for families to connect electronically with the teachers and have access to expectations. Translation services will be utilized to insure parents have access to information and family events in a language they can understand.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders in collaboration with the school’s Community Based Organization (CBO) will strengthen home, school and community partnerships to enrich the civic life of the school community which will result in a 10% increase in parental involvement satisfaction survey score on the Framework for Great Schools Report.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All teachers will communicate high expectations for learning, student work, and behavior. Actionable feedback and individualized supports, provided by the teacher, will enable students to</p>	<p>All students ,teachers and families in all grades including</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including</p>

progress towards the next level. School leaders will help to monitor this progress through student portfolio checks, progress report and Report Card checks, and other communications between teachers and families.	Students with Disabilities and Second Language Learners		coaches, assessment coordinators and Counselors
Parent engagement activities will include buddy reading with their children as well as writer's workshop for parents (teacher led), Health and Wellness activities through Wellness in the Schools and learning through technology. Parent workshops will include additional supports in helping students with homework.	All students ,teachers and families in all grades including Students with Disabilities and Second Language Learners	September 2015 through June 2016	Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Consultants as required, School Leadership Team CBO partners.
Together with the CBO, school leaders will identify and develop and systems and programs which can overcome obstacles and challenges and reach a larger percentage of parents in meaningful ways to support their child's social and academic needs.	All students ,teachers and families in all grades including Students with Disabilities and Second Language Learners	September 2015 through June 2016	Principal, Assistant Principals, CBO partners and Counselors along with Consultants as required.
Families will have access to a Google Classroom account for their child to enhance home-school relationships and communication. The school based parent center will allow for parents who do not have internet access to participate. School website will include helpful links for parents	All students ,teachers and families in all grades including Students with Disabilities and Second Language Learners	Spring 2015 through June 2016	Principal, Assistant Principals, teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Resources include:</p> <ul style="list-style-type: none"> - All staff, with particular focus on classroom teachers and teacher teams -Consultants - CBO staff -Professional literature, 80 minute Professional Development block -Classroom libraries, independent readers, leveled libraries, guided reading sets -Student/family incentives -Whiteboards, iPads, laptop carts, desktops, computer lab, science lab, Multi-Media Center/Library, Teacher Center

-Instructional materials and on-line educational subscriptions and progress monitoring tools (I-Ready, School Pace).

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

During the Fall parent teacher conferences and in January parent surveys will be administered as a predictor of responses of parents. In February of 2016, the School Leadership Team will evaluate the effectiveness of activities and impact on students achievement based on the review of “exit slips” and other parent surveys. The benchmark will be to maintain an 81 percent favorable response by maintaining an average of 380 parents actively engaged per month (September 2015 through January 2016).

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

The goal of the Extended Learning Time is to provide a seamless instructional day for all students and provide additional instruction in Science, Social Studies and Literacy through a Project Based Learning model. By June of 2016 there will be a 10% increase in the number of students achieving level 2 or higher on the English Language Arts exam.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
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- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

The ELT program will attempt to encourage all students to participate by creating a cycle where every child is given instruction by a certified teacher core subjects as well as academic enrichment activities through community partners. Together with our community partners we will build upon existing afterschool programs by merging our ELT
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structure together in a wrap around design. The ELT program will offer students small group instruction, tutoring, technology assisted instruction, reader’s theater, project based learning in science and social studies, book clubs, mentoring and additional learning activities including fitness, sports, dance, and arts instruction. Professional development for teachers and community partners will be planned and offered in coordination with community partners by school based staff. Outreach to parents has already begun as an exciting new opportunity for additional instruction and will continue through the summer to have ELT as seamless as possible.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
 1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
 3. Explain how you will evaluate the program to assess impact on student achievement.

The implementation of the ELT program will be the responsibility of school leaders along with community partners. Oversight will be provided by school supervisors and the community school director.

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

It is anticipated that the program will begin on September 9, 2015 and continue throughout the school year on Tuesdays Wednesday, Thursdays and Fridays.

Part 5 – ELT Budget and Resource Alignment

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

Resources include pedagogical staff, Consultants from Turn Around for Children, CBO staff, Wellness in the Schools, New York City Mission Society and additional consultants as identified.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

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

In February 2016 students will participate school wide in a Learning Fair, 70% of all students will display a Science or Social Studies project which will be peer evaluated against a common rubric with 55% of participating students achieving a level 2 or above.

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

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

(1) provide students with rigorous learning opportunities aligned to the Common Core Learning Standards (2) support the continual development and refinement of teacher practices, and (3) provide a widened array of mental health and enrichment opportunities for students and families through an extended and expanded school schedule. Currently, 4.4% of the students are meeting standards in ELA and 6.4% are meeting the standards in Math. By the end of the academic school year 2015-16, the school will demonstrate progress in meeting the ELA/Math benchmarks moving a greater percentage of students into levels 3 and 4 on standardized exams in ELA and Math.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The proposed CSP will operate from the P.S.85 a K-5 grade school located at 2400 Marion Avenue, Bronx, NY 10458. P.S. 85, Great Expectations operates under the administrative auspices of Community School District (CSD) 10. P.S. 85, Great Expectations is an elementary school with 1005 students from kindergarten through grade 5. The school population comprises 26% Black, 72% Hispanic, 1% White, and 1% Asian students. The student body includes 27% English language learners and 29% special education students. Boys account for 52% of the students enrolled and girls account for 48%. Presently, 96.3% of the students are classified free lunch. The average student attendance rate for the school year 2013-2014 was 90.0%.

Based upon the Center for Educational Partnerships at Fordham's nine year history of building capacity in schools by providing embedded, on-site support to over 100 public schools in New York City, the University is imminently qualified and well-positioned to serve as a lead organization on the proposed Community Schools Program.

Consequently, the School Leadership Team (SLT) and Fordham University Partners are committed to forge a strong collaborative relationship. Both parties have met to review and discuss school data with a focus on strategic planning linked to student achievement, teacher performance, expanded learning time, parental engagement/support, and mental health initiatives. This work will serve as a laser focus to expedite the front-end, three-and-a-half month planning period and will be of great benefit over the duration of the entire CSP contract.

The CSP at P.S. 85, Great Expectations will provide additional time to the school day and program students to participate in one or more of the activities/initiatives offered by our linkages and subcontractors which include:

- **Mentoring in Medicine (MIM)** : prepares students and underrepresented minorities to pursue healthcare related careers; as well as STEM/Regents Sequence and coursework enrichment through a Lunch and Learn, after-school and or Saturday series provided by medical students from the Albert Einstein School of Medicine.
- **Tutoring Program** supports struggling students in ELA/Math. Instructional supports are aligned to the school curricula/STEM and is provided by Fordham undergraduate pre-med students;
- **Footprintz Basketball I**: is an intense program that combines sport specific skill development with basketball related strength and conditioning techniques;
- **Dance Brazil** : offers a unique fusion of Afro-Brazilian artistic movement, contemporary dance and Capoeira (the traditional dance\martial arts form that originated in Africa and evolved in colonial Brazil).

In addition to the aforementioned initiatives, the Fordham partners have secured linkages tailored to provide students and their families with immediate support and intervention in the following areas: housing, adult education, job readiness, individual and family counseling, health referrals, domestic violence intervention, immigration services, family justice, food pantries, clothing and shelter services, and college and career readiness. The Parent Coordinator will be instrumental in expanding the current parent outreach system.

These programs will be implemented and supervised by the Community School Director, Extended Day Coordinator, Educational Specialist, and Mental Health Service Provider. This team will work in collaboration with the Principal and the school's leadership and professional development teams to target the delivery of professional development to the individual needs of the staff at large.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Principal and School Leadership team of P.S.85, Great Expectations selected Fordham University's Graduate School of Education (GSE) as the lead organization in the proposed Community Schools Program (CSP). The Center for Educational Partnerships (part of Fordham's GSE) will manage the CSP's day-to-day operation. The Director has been selected and possesses the expertise in the administration and supervision of instructional programs at the secondary level. The role of the director includes executing the implementation of the needs and asset assessment, and other critically important coordinating activities. In addition the CSP director and team members will work closely with the school leadership, faculty, support personnel, and parent coordinator to strategically plan, deliver and assess the initiatives, support/ referral services and its impact on school culture, teacher effectiveness, and student achievement.

In an effort to improve student outcomes and engineer successful teaching and learning conditions during the school day and extended learning time, both partners will work collaboratively at implementing a clear system for progress monitoring by: (1) studying baseline data on all students' progress and identifying which students require Tier 1, 2 and/or 3 interventions (2) determining the precise targets, level, skills and strategies that student require to develop mastery. Fordham University will work closely with the DOE, DOHMH, school administrators, faculty and other service providers on and off the campus in the joint delivery of all the mental health components, i.e., individually targeted, selective and universal interventions. In addition to addressing the school community's mental health and social work needs, the CSP will also provide a social and emotional development learning (SEDL) component aligned with State Education Department guidelines. Including parents and caregivers where necessary, these activities will provide adolescents with the various supports they need to develop into well adjusted, purposeful and productive members of society. These supports (delivered directly or by referral) will include: individual, family and group counseling; clinical social work interventions, in addition to stress management and life skills workshops. Fordham University is confident that these activities will help to resolve some of the personal, familial and domestic issues which have contributed to the achievement gap among students.

This component will be supported by a bilingual psychologist and mental health professionals hired by Fordham, in addition to a broad consortium of community partners. These groups will include St. Barnabas, Puerto Rican Family Institute (PRFI) and St. Rita's Immigration Services. The CSP will also offer services to support the physical health of P.S. 85's students and their families. To that end, Fordham has already forged linkages with the Bronx Health Link (TBHL), a coalition of local health care providers. Once each semester, the CSP will sponsor a Health and Wellness Fair at P.S.85. Families without medical insurance will be informed about free and/or low-cost medical coverage, e.g., Medicaid in addition to New York State's Child and Family Health Plus programs.

As a Partnership School, we are cognizant that family engagement is a key element of student success and parents are the first teachers of their children. We understand the critical role parents play in their children's education. The intent of our family engagement program is to establish and sustain strong home-school-community partnerships because we are convinced that it serves to reduce the gap that exists between the home and the school, thereby, fostering a climate of partnership. Careful attention will be given to ensure there is a concerted focus on building family engagement to encourage students to reach their maximum learning potential. Program activities will aim to teach and empower families on how to navigate the school system, be effective advocates, share their insights and ideas with schools and plan their very own learning journeys. In addition, parents will be encouraged to attend school wide activities, parent - teacher conferences, monthly forums, continuing education programs, family counseling and become part of the school decision making. Fordham will work closely with the parent coordinator to build on the existing programs offered. Some of the newer activities will include the following: ESL and GED classes, job readiness, workshops on instruction, common core standards and strategies that can be used at home. In addition, a collection of resources and materials that parents and students can borrow to complete school assignments and projects will be made available.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

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

Fordham's Center for Educational Partnerships will work closely with the DOE and all other key stakeholders in the joint collection, compilation and analysis of CSP-related data. This activity shall be jointly managed by the Community Schools Coordinator and the Center's Data Analysis Program Associate. The collection of program-related data will begin with the CSP Implementation and Planning Phase. During that period, the CSC will carefully document the creation of the Community School Team (CST). The anecdotal information compiled during this Phase could be used (upon request from the DOE) to create a "Primer" which could benefit future CSP lead organizations. Minutes from each CST meeting shall be placed in a Binder for subsequent review. At the end of each contract period, these minutes will be analyzed to determine the impact this group had on the program's day-to-day operations. Based upon these analyses, Fordham University will consider strategies for improving the CST's efficacy.

As mentioned, parents and guardians play an important role in the success of the partnership in the CSP. To that end, adult utilization of program services and level of involvement in the host school will be closely tracked by CSP staff. Registration forms, attendance sheets and feedback will be maintained for each activity, e.g., parent workshops/conferences, adult education programs, trips and other volunteer activity, etc., for which parents and guardians choose to enroll. Fordham University will look very closely at the periodic customer satisfaction surveys administered by the program. The input yielded by these documents will be used to drive the CSP's quality assurance and continuous program improvement activities. Anecdotal feedback provided by P.S.85 Parent Association and Parent Coordinator will also figure prominently in the project evaluation process. Student participation in all expanded learning and enrichment activities will be reviewed, on a bi-weekly basis, to track utilization of these services. The CSP's Expanded Learning Coordinator and Educational Specialist will take an active role in this portion of the project review process. These staff will meet with P.S.85 staff on a regular basis to determine if student

performance has improved for students who participate in ELT activities. The progress reports, report card grades and standardized assessment scores of these students will also be reviewed regularly by project staff.

With respect to the CSP's mental health services, aggregate metrics for program utilization, e.g., number of new intakes, individual and group counseling sessions, client referrals, etc., will be compiled for evaluation purposes. Releasing and analyzing this data in aggregate form will protect client privacy around the mental health services they have received. The effectiveness of this component will also be measured by the number of OORS incidents reported by the Bronx School of Young Leaders (P.S.85) over the course of each academic year.

The supportive resources that Fordham University brings into the school will be carefully analyzed. For example, quantitative data will be maintained on: 1) total hours of asset building activities conducted by the CSC; 2) workshops and other trainings offered; 3) asset building hours performed by the CSC; 4) new partners brought into the CSP consortium; and, 5) material donations and volunteer hours secured by the program. The total dollar amount of matching grants and contracts secured to support the CSP will also be documented. It is important to note that Fordham plans to utilize data collection strategies that have proven successful on CSPs across the nation. These approaches are: 1) the Community School Evaluation Toolkit created by the Coalition for Community Schools and, 2) the "Effective Data Collection and Sharing" guidelines articulated in "Scaling the Community Schools Strategy in New York City."

Fordham is providing the following key personnel: full-time Director—on site; part-time Mental Health service provider; part-time Education Specialist and part-time Extended Day Coordinator, all of whom are school based. The Director reports to Dr. Anita Vazquez Batisti, Fordham Graduate School of Education, Associate Dean and Director of the Center for Educational Partnerships

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

The Community Schools Coordinator (CSC) will manage the program's day-to-day operation. This full-time employee will be permanently stationed at P.S. 85 and will have his/her own office in the building. One of the main roles of the CSC will be to serve as a liaison between all key stakeholders in the school community (e.g., students, parents, teachers, principal and external partners), Fordham University and the Department of Education. In their managerial capacity, this employee will assemble and preside over the Community Schools Team (CST) sub-committee of P.S. 85 School Leadership Team (SLT). Fordham University expects that the CSC will also be a sitting member of the building's SLT as well and attend all meetings held by that group. Dual membership in those two bodies is essential since it will provide the CSC with a complete, up-to-the-moment understanding of the Bronx School of Young Leaders (MS 331) needs and current status. The CSC will be expected to have regular (as in daily) dialogue with all constituents in the building. To ensure that the needs of all families are met, the CSC will work closely with the Bronx School of Young Leaders (P.S.85) Parent Coordinator and Parent Association.

Fordham University firmly believes that the process of asset building (i.e., a methodology for sustainable development of communities based on their strengths and potential) plays a crucial role in reforming multi-problem schools. In the operation of current school-based programs such as its PSO Network and R-BERN, Fordham staff is deployed in the capacity of in-house resource specialists responsible for developing the strategies needed to improve teaching and learning in some of NYC's most challenging schools. In a similar fashion, the CSC will be responsible for identifying and leveraging resources (both inside and outside of the target neighborhood) which meet the needs of the entire school community. The full resources of Fordham's GSE will be utilized, in an in-kind fashion, to achieve that objective. For example, in the operation of its UFT Saturday Academy, the Center for Educational Partnerships has gained considerable experience in recruiting, training and supervising highly- qualified tutors capable of working with students in danger of academic failure; this expertise will be shared with the CSC and his/her staff. Over the years Fordham has been successful in marshaling and coalescing the talents and expertise of various school community constituents (including parents) to meet outstanding needs in schools served. The Center's expertise in that regard, as channeled through the Associate Dean/CEO, will be used to support the CSC.

Part 3c. Timeline for implementation and completion, including start and end dates.

DATE(S)

Section 8: 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)	<p>All students in Grades K-5 participate in an a 30 minute intervention/independent reading period daily</p> <p>*First and Second Grade students are supported with push-in Reading specialists using an RTI model and reduced student teacher ratio.</p> <p>*Targeted students in Grade 3-5 participate in an assessment driven afterschool program.</p>	<p>Foundational Reading skills development, Workshop model, computer based instruction, guided reading</p>	<p>The intervention/independent reading period provides opportunity for both small group and one-to-one conferencing/instruction</p> <p>* Tier two intervention is provided in small group and one-to-one outside of the Literacy block. The whole class receives reduced student teacher Tier 1 interventions.</p> <p>* Small group instruction and one- to- one tutoring are provided along with Computer Assisted Instruction</p>	<p>The intervention/independent reading period is provided daily and extends the school day by thirty minutes.</p> <p>* This intervention is delivered during the school day</p>
Mathematics	<p>Targeted students in Grade 2-5 participate in an assessment driven Saturday program.</p>	<p>Workshop model, computer based instruction, guided problem solving</p>	<p>Small group instruction and one- to- one tutoring are provided along with Computer Assisted Instruction</p>	<p>Saturday Program 4 hours per week</p>
Science	<p>Students in Grades 3- 4 receive two reduced class size enrichment periods weekly</p>	<p>Investigations, experimentation and computer based instruction</p>	<p>Reduced class and small group with two teachers</p>	<p>During the school day in the science lab</p>
Social Studies	<p>All students in Grades K-5 receive additional instruction during the extended Learning time.</p>	<p>Project Based Learning</p>	<p>Small group and individual tutoring</p>	<p>After school</p>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in Grades K-5 are identified through an IST/SIT team and are provided at-risk services by through a school based Guidance Counselor and /or a Bilingual School Social Worker. Social Work Interns provide additional supports in consultation with school staff.	Varied based on student individual needs.	On-on-one and small group sessions during the school day and in after school groups	These services are provided during the school day and in after school groups
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Section 9: 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.
The administrative staff works closely with the Bronx Field Support Center Human Resource manager and local colleges and universities to recruit highly qualified teachers. P.S. 85's administration together with a teacher personnel team interview candidates, observe model lessons and make hiring recommendations to the principal. P.S. 85 will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification or additional certifications for teachers requiring additional course work or exams.

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).
School based coaching and mentoring, supported by contracted consultants provide ongoing support and professional development for all staff to ensure highly qualified teachers and practices. Differentiated support is provided and informed by formal and informal observations and the review of student work.
Teacher teams meet regularly during common planning time to discuss student work and share best practices. Teachers participate in professional development sessions with Turn Around for Children of Classroom Management, Diffusing Disruptive Behavior and Cooperative Learning Structures.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
The School Leadership Team, together with our CBO will seek comprehensive support to improve student outcomes and school achievement. Both instructional and organizational support is provided to ensure that schools develop organizational strategies to improve student achievement with optimal use of available resources, including staff, time and budget.

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).
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Ongoing support is provided to analyze and understand summative data which in turn provides the basis for SCEP goal setting, small group intervention planning, curriculum/unit revision and overall student achievement. In addition, ongoing support is provided to schools in implementing the Common Core standards and in developing data driven inquiry strategies and supporting teacher evaluation as part of their school improvement efforts. The District Director of Renewal Schools works comprehensively with its schools in identifying successful programs; determining academic benchmarks; targeting successful external providers and facilitating partnerships; and collecting information to enhance planning, implementation and accountability.

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.).

Public School 85 holds an open house for interested Kindergarten families during registration and a spring orientation session for families who have been accepted. School staff articulates with local Universal Pre-K programs for articulation and sharing of records and information. During the 2015-16 school year Public School 85 will host five new pre-kindergarten classes.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The administration and a representative team of teachers met in the fall of 2014 and selected the school based assessment measures for improving instruction. Teachers participate in inquiry teams to receive professional development in using assessment tools to revise and improve instruction. The school Leadership team will work with all stakeholders to make any assessment modifications.

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 (RSCEP) 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	\$915,729	X	14,15,18,19,22,23,26,27,30,31
Title I School Improvement 1003(a)	Federal	\$16,979	x	14,15,18,19,22,23,26,27,30,31
Title I Priority and Focus School Improvement Funds	Federal	\$227,548	X	14,15,18,19,22,23,26,27,30,31

Title II, Part A	Federal	\$278,509	X	14,15,18,19,22,23,26,27,30,31
Title III, Part A	Federal	\$31,616	X	19, 27 31
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$6,312,197	X	14,15,18,19,22,23,26,27,30,31

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/RSCEP.
- **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 10: 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 RSCEP 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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, along with 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, Public School 85 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team/ Title I Parent Committee, the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator and a Family Engagement Coach to serve as a liaison between the school and families. The Parent Coordinator and the Family Engagement Coach and additional school staff will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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, School Quality 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 Family Nights 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;

Our 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 Team/Title I Parent Committee, Parent-Teacher Association;
- supporting or hosting Family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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;
- establish procedures 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)

Public School 85, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School	Parents and Guardians	Students
Communications		
<p><u>The school will:</u></p> <ul style="list-style-type: none"> o host monthly parent teacher association meetings to keep parents informed and to address parent concerns. o host open school week events and parent teacher conferences to keep parents informed of student progress o send monthly calendars and notices to keep parents informed of events and important dates o host academy community meetings and school wide family events for students and parents to attend to share learning experiences and celebrate student achievement. o host monthly School Leadership Team meetings which are open to the school community to develop and monitor the school's comprehensive educational plan. Meeting minutes will be publicly posted. 	<p><u>Parents and Guardians will:</u></p> <ul style="list-style-type: none"> o attend and participate in the parent teacher association in order to get information and to share ideas. o participate in open communication and attend parent teacher conferences in order to be informed of their child's progress. o read monthly calendars and notices in order to be informed of school events and important dates and respond accordingly. o attend and participate in community meetings and family activities in order to be active participants in their child's learning and achievement. o return surveys and participate in meetings to assist the School Leadership Team in the development of the school's Comprehensive Educational Plan. o notify school of any changes in personal contact information. 	<p><u>Students will :</u></p> <ul style="list-style-type: none"> o bring home and share the school calendars, notices and other information with their families. o pass along notes between parents and teachers when asked. o remind their parents of meetings and events and discuss their class work with their parents and families. o attend family events together with their parents and share their learning experiences.
Academic Expectations		
<p><u>The school will:</u></p> <ul style="list-style-type: none"> o set high expectations for student learning based on the New York Common Core State Standards o will employ and assign qualified teaching professionals in all subject areas. o ensure teachers set and communicate grade appropriate goals and assign class work and 	<p><u>Parents and Guardians will:</u></p> <ul style="list-style-type: none"> o discuss their child's academic work with their child and ask questions to school staff. o communicate with their child's teacher to be informed of the requirements of the class and grade. o establish routines for reading together, completing homework and other assignments and will monitor their child's assignments. 	<p><u>Students will:</u></p> <ul style="list-style-type: none"> o share and discuss the things they are learning with the parents and families. o ask questions and seek extra help when they need assistance. o do homework, read daily, complete all assignments and actively participate in class lessons. o practice their independent reading for at least thirty minutes everyday

daily homework for each student.	o check and sign their child’s daily reading log and review their skills card	
School	Parents and Guardians	Students
Engagement		
<p><u>The school will:</u></p> <ul style="list-style-type: none"> o encourage and welcome all families to be part of the school community. o schedule meetings, workshops and performances during the day and in the evening to allow for all parents to participate in the school community. o provide interpretation and translation services to openly communicate with all parents. o schedule meetings with parents and make telephone calls to share information about student learning. 	<p><u>Parents and guardians will:</u></p> <ul style="list-style-type: none"> o partner with the school to build a sense of school community. o attend meetings, workshops and performances as active members of a school community. o Use available translation and interpretation services to openly communicate with the school. o schedule and attend appointments with teachers and school staff as needed to ensure open communication and respect. 	<p><u>Students will:</u></p> <ul style="list-style-type: none"> o cooperate with their class mates and teachers to work as a community. o actively participate in class discussions and projects. o try their best at all times. o work by themselves and with others.
Safety and Respect		
<p><u>The school will:</u></p> <ul style="list-style-type: none"> o develop an annual school safety plan to be approved by the New York City Police Department to provide a safe and orderly school building and learning environment. o establish school rules and procedures for student conduct and discipline in accordance with Department of Education regulations. o communicate with and treat members of the school community with respect at all times. o report all violations of the law and school policies to the proper authorities. 	<p><u>Parents and guardians will:</u></p> <ul style="list-style-type: none"> o follow all safety procedures and follow visitor guidelines throughout the school. o review the Department of Education Code of Conduct with their child and share their expectations for cooperation. o Communicate with and treat all members of the school community with respect at all times. o report all violations of the law and school policies to the proper authorities. o choose to accept the responsibility of being a “role model” for children at all times in and around the school and support the expectations of the school. 	<p><u>Students will:</u></p> <ul style="list-style-type: none"> o follow all safety procedures in order to help maintain a safe and secure school environment through the school and school grounds. o discuss the Department of Education Code of Conduct with their teachers and parents to understand expectations. o Communicate with and treat all members of the school community with respect at all times. o report all violations of the law and school policies to the proper authorities. o be their B.E.S.T. and follow the expectations for Behavior, Effort, Scholarship and Teamwork in all areas of the school.

o Set expectations which guide students to do the B.E.S.T. and encourage adults to accept the responsibility of being a “role model” for children at all times in and around the school.		
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I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent 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 85</u>	DBN: <u>10X085</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>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</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 after school Title III supplemental program for ELLs will target students (ELLs and SWDs) at the advanced level of English language acquisition, as per their spring 2014 NYSESLAT scores, in grades 3-5. This program will be taught by 3 certified bilingual and ESL teachers and for 20 weeks on Wednesdays and Thursdays at 6 hours per week, 2:30 pm until 5:30 pm. The language of instruction will be English. The projected starting date for this program is December 3, 2014 and will continue until May 21, 2015.

Our focus will be Reading/Writing and Listening/Speaking. We will use Getting Ready for the NYSESLAT in grades 3-5 for our supplemental after school program for ELLs. This program will help students and teachers stay focused and true to the students academic and language needs as well as the details of the New Language Arts Progression . The teacher-led lessons use a consistent, research-based, gradual-release model that helps students master language acquisition and concepts as they build confidence. Within this program there is also embedded professional development in every Teacher Resource Book—including step-by-step lesson plans and best-practice tips for ELLs and SWDs.

The 3 classes will have access to the latest technology (e.g. smart boards, laptops, visualizers, eno boards, etc.) and to a wide range of non-fiction books at different levels. Other related literature will also be available for independent and guided practice.

The teachers will also use, to build stamina and to confer with students as they read, resources such as American Reading Success which helps students to improve academically and take ownership of their learning.

Using the American Reading Success, students will be able do the following with the support of their teachers:

Read broadly from the wide reading library of leveled books

☐ Read deeply from the science or social studies investigation libraries

☐ Expand their vocabulary and background knowledge of different genres and activate prior knowledge through the use of higher order thinking questions (Depth of Knowledge).

The teachers also do reading intervention. This includes:

☐ Explicit, differentiated instruction

☐ vocabulary development

☐ Guided reading practice to build academic language and content knowledge

To improve their students' writing skills, the teachers will do the following:

Writing:

To differentiate our students' writing needs and to enhance their writing skills:

Modeled writing (informational, narrative, etc) to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop model.

Shared writing is based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared writing discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher will explain the purpose for the writing and model what s/he wants his/her students to learn. Students will be given the opportunity to discuss and practice the

Part B: Direct Instruction Supplemental Program Information

new learning.

The teachers will also use Thinking Maps as a resource to differentiate instruction and to enhance our English Language Learners' knowledge of the writing and reading processes. Through a series of 8 maps, students are expected to learn language skills that would enhance their critical, organizational, and analytical skills.

By the end of the program we are expecting our participating students to become proficient in Reading/Writing and Listening/Speaking in the NYSESLAT.

-
-
-
-
-

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ To ensure that the education provided to ELLs at P.S. 85 is of high standards, differentiated and of quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students and their families. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction as per their NYSESLAT/NYSITELL, Spanish Lab scores, formative and summative assessments and students' IEPs.

To strengthen and improve the instruction our ELL students receive and to make sure that the lessons the teachers are providing is differentiated, engaging and relevant, the in-house ESL teachers under the supervision of the principal, will make available and provide weekly staff development for the duration of the program (20 weeks) on Friday afternoons from 2:30-3:30 pm and arrange for technology training. On occasion the expertise of teachers in the program will be used to provide teacher on teacher staff development within the program. These professional development activities will be open to all teachers who serve ELLs in their classroom however the program teachers will be required to participate.

These workshops will also cover how to use the different technological tools to explicitly develop and provide instruction targetting identified specific needs and how to monitor progress. Other areas of PD will cover topics such as: Differentiation of instruction for ELLs and how to differentiate using the child's IEP and NYSESLAT scores on reading/writing and listening/speaking, NYSITELL; Academic Language/Language Development; Technology for ELLs/SWDs to enhance listening and speaking (Imagine Learning), curriculum and engagement; planning using the recommended language use of 60/40, 50/50, 25/75; ESL strategies for teaching in the content areas; understanding and differentiating for the different components of the NYSESLAT: reading/writing and listening/speaking.

The teachers providing these services will be regularly observed to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning and delivering differentiated instruction as per the specific needs of their students.

Other professional development/workshops include teaching/training our teachers/staff with strategies and skills in utilizing questioning/discussion and higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in

Part C: Professional Development

these workshops, as well as strategies for information gathering and for increasing comprehension of printed materials.

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: Through our Family Engagement Coach and Parent Coordinator we have open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life. For the purpose of this program, we will conduct Family Engagement Nights as well as workshops which include activities to support family interaction and assist parents in becoming educational partners with the school. Translation is provided during the sessions as well as in the flyers and phone "blasts" announcing the sessions. The following Family activities will specifically target ELLs.

1. Activities for Parents and children:

- Making time for family (cooking March 10, 2015 5:15-7:15)
- How to create a long lasting bond with your child (Ipad and Dads. December 2,2014 5:15-7:15 pm)

2. Workshops for parents:

- Self Esteem, Behavioral , and Mental Health Issues in Children: November 5, 2014 9:00-11:00
- Topics: At Home Strategies, Working with your child's school, Mental Health resources in the community

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, 	_____	_____

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.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 085
School Name The Great Expectation School		

B. Language Allocation Policy Team Composition

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

Principal Ted Husted	Assistant Principal Mary Doran
Coach Paola Moore Pagano	Coach type here
ENL (English as a New Language)/Bilingual Teacher Joanny Garcia	School Counselor Francesca Grosso
Teacher/Subject Area Estella Torres/ENL teacher	Parent Yokayra Fernandez
Teacher/Subject Area Jennifer Liriano/Bilingual	Parent Coordinator Aracelis Lopez
Related-Service Provider Jaclyn Stahl	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		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)	933	Total number of ELLs	227	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	2	2								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	227	Newcomers (ELLs receiving service 0-3 years)	203	ELL Students with Disabilities	46
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	24	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	116	0	8	4	0	3	0	0	0	0
DL										0
ENL	86	0	22	21	0	10	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	12	24	25	23	29	24								0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	9	16	20	11	15	14								0
Chinese														0
Russian														0
Bengali		1												0
Urdu														0
Arabic			1											0
Haitian														0
French	1	2												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	5	2	1	3	4								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	10	7	8	8	11	9								0
Emerging (Low Intermediate)	4	4	9	4	10	6								0
Transitioning (High Intermediate)	5	5	7	4	6	5								0
Expanding (Advanced)	5	29	20	14	18	18								0
Commanding (Proficient)	30	6	6	5	5	7								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	30	6	6	5	5	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	33	6	0	0	0
4	26	11	0	0	0
5			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	26	7	15	1	3	0	0	0	0
4	41	8	8	4	1	0	0	0	0
5									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	5	3	17	4	19	5	3	1	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	12	9	6	19				
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 assessment tool used to assess the early literacy skills of ELLs are Independent Reading Level Assessment (IRLA) and Developmental Reading Assessment (DRA). These assessments are available to spanish speaking students with little or no english. As of this year, we are also using the Fountas and Pinnel leveling system, TCRWP and teacher-created assessments.
 The insights that the data provides regarding ELLs is that there are diverse needs with our ELLs. In addition, our ELLs have interrupted schooling and limited academic vocabulary. They also display difficulty maintaining stamina while reading for long periods of time. This data will help inform our school's instructional plan in that our current intervention plan is showing progress because we are focusing reading confernces, running records and building the stamina in reading and writing during the intervention period. We will maintain this intervention period and each student will have specific reading goals to work on to enhance their learning. Quantitative Data: Data suggests 65% of our students schoolwide showed growth schoolwide and our ELLs showed 46.4% in ELA and 36.2% in Mathematics.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across proficiency levels in the NYSESLAT reveal that schoolwide we are seeing growth in entering and transitioning proficiency levels from one year to the next. However, there can be a drop from expanding to commanding or a plateau where students have a difficult time mooving from expanding to commanding. As for the New York State Identification Test for English Language Learners (NYSITELL), it isn't a reliable predictor of proficiency in future grade levels. Most kindergarten students score expanding or commanding, since it is an oral exam. Once they are in first grade students may show a decline because the NYSESLAT includes more components (reading and writing). In addition, the student's writing shows deficiencies and needs more depth which in turn is a hindrance in reaching proficiency level on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses this information to focus on the needs of the students and use the data to guide our instruction. The data reveals that although some students make progress it is not enough to reach proficiency. It also reveals that many of our students make gains and then plateau if they do not reach proficiency by a certain grade. In the lower grades, students make more progress and are more

likely to reach proficiency. In fourth grade most students are not making progress, while in fifth grade more students seem to be making more progress even though they are still not meeting proficiency.

- AMAO 1: Annual increases in the number or percentage of LEP/ELLs making progress in learning English
- AMAO 2: Annual increases in the number or percentage of LEP/ELLs attaining English language proficiency

The information in AMAO provides us with the data we need to improve our programs and differentiate instruction as needed for our ELLs in the different subgroups (e.g. SWDs, economically disadvantaged, Hispanic, long term ELLs, SIFE, etc). RTI and AIS is provided to students who need these interventions based on their home language, grade level, years of ELLs service, ELA/Math performance and progress, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status, and disability classification.

We use this to:

- Identify the instructional and programmatic differences between specific subgroups
- Design targeted, data-driven instructional programs to impact student learning
- Document and share best practices at my school
- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions such as RTI and AIS

Our goals are to have our ELLs:

- Attain English proficiency
- Develop high levels of academic competence in English
- Meet the same challenging State academic content and academic achievement standards

AMAO #1 helps us to determine if our students are making progress in english acquisition as determined by:

- advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years ;
- making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years ; or
- scoring at the transitioning level or above on the NYSESLAT for students with one data point.

AMAO #2 Helps us to determine the Percentage of Students Attaining English Language Proficiency:

- Attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening/Speaking (L/S) and Reading/Writing and (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

4. For each program, answer the following:

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

The patterns across proficiencies and grades are that students who take the Mathematics exam in their native language scored better than those who took the exam in English. However the gap in proficiencies is very small.

We have not used the the results of ELL Periodic Assessment in the past, however we will be using the results of the assessment this year.

We have learned that it needs to be implemented to inform our instruction. Native language is being used in content areas and in small group differentiated instruction. In the ELL program the native language is used to highlight cognates of words that may mean the same in the native language in spanish. When possible we use the transaltion of some of the words being used in their native language. In addition, students are encouraged to use their native languages to learn and enhance second language development and encourage transference of the native language strengths into the second language acquisition.

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.](#)]

We are in the process of developing beyond our intervention period which provides tier 2 instruction to all students and throughout our curriculum areas. Students are identified for RTI services using multiple forms of classroom data such as Performance Based Assessments and student classwork and teacher observation. Instructional support is delivered to students depending on need, based on their performance in the classroom and assessments as well as teacher observation. Tier 2 instruction is determined within the classroom based on similar academic needs. One on one conferencing is used throughout the curriculum areas to address the students needs based on the multiple data received in tier 1 instruction.

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

We make sure that a child's second language development is considered in instructional decisions by identifying students who need help in basic skills and more complex skills and providing differentiated instruction based on their strengths. We use performance based assessments and build on the student's language strength to enhance the second langauge acquisition. In bilingual classes students receive native language instruction in Spanish as a whole group for some core subjects and in a small group setting when the instruction was delivered in english. Once the student feels comfortable enough and has the basic skills to understand and communicate socially the amount of english is increasred. Teachers use total physical response to communicate and get their point

across. This usually occurs mid year like in January considering that they have been attending school since September. The data used in a the transitional bilingual program is the DRA, Independent Reading Level Assessment (IRLA) in both Spanish and English and the Estrellita program for the lower grades.

We identify and use students' language proficiency levels to shape instruction. These language progression descriptors help us to identify what language ELLs can process. Through these proficiency levels we are able to differentiate instruction based on the need of the student. We use their proficiency to plan lessons, assess students' progress and help the general education teacher understand what their ELL students can be expected to do and strategies that would aid to promote language development. In addition, we use students' prior knowledge, experiences and skills to inform our instruction. At the same time, we aim to be responsive to students' cultural & linguistic backgrounds.

The new language is increased according to the performance levels of the students' in the bilingual model. If a student is entering or even emerging they depend on greater supports and structures to advance his or her academic language skills. Therefore the majority of instruction is done in the native language in order to enhance the new language acquisition. As the student progresses to transitional and expanding the level of new language instruction increases because they are more independent with the new language acquisition. Commanding students are supported with the new language although they are considered former ells.

Through formal and informal assessments, teacher-created assessments and language proficiency levels, teachers form their lessons to give students access to the content being taught. Data driven instruction, whether it be reading levels or academic progress is used to aid students in succeeding. Students are provided with learning targets, look fors and language objective to facilitate their learning.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

The success of our ELLs is demonstrated through their success in acquiring the academic language needed to succeed in school and in life. This success will also be demonstrated through their continuous progress in all of the components of the NYSESLAT and their performance on other standardized and non-standardized assessments. In addition, we use the Spanish IRLA to determine mastery and Spanish DRA to determine instructional levels and needs. With the IRLA, DRA, teacher-created assessments and through conferences we assess the success of our program as the students make progress from one level to the next.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, [ELL Identification](#) section.

The Home Language Identification Survey is administered by one of the ENL teachers when parents first enroll their child in our school. One of the members of the ENL team, a licensed pedagogue completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens by the account pupil secretary. Ms. Garcia, Mrs. Torres, Ms. Begashaw or Mrs. Lluqa administers the Home Language Identification Survey (HLIS) to determine the child's home language, as part of our schools general intake procedure. The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an informal oral interview with the parent and child. During the interview we ask the family questions about the language spoken in the home, we ask students to read a grade level text if appropriate and ask about letters and sounds depending on their age. The pupil secretary (Ina Echevarria) ensures the entry of this information in the designated ATS screen. Completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record and a copy is kept in the ENL department. Upon completion of the interview with the parent and child, The child is assessed either by an oral assessment or the reading of a passage based on grade level to determine if the child is proficient or requires the New York State Identification Test for English Language Learners (NYSITELL) testing to determine proficiency.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English is spoken, understood, written or read in the home. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language, during the HLIS procedure or at any time they interact with school personnel. If the HLIS indicates that a language other than English is spoken in a child's home, the child is administered the NYSITELL to determine the English proficiency level within 10 days of being enrolled in our school.

Students who score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. For cut scores and eligibility (including designations of entering, emerging, transitioning, expanding or commanding)

All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the NYSITELL must also be administered the Spanish LAB at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ENL services. One of the bilingual ENL teachers administers the Spanish LAB to these respective students.

All new entrants who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. Spanish LAB results are not used to determine ELL status or service entitlement. The Spanish LAB answer documents are printed using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

Both exams are administered by one of the members on the ENL team (Ms. Garcia, Mrs. Llupa, Ms. Begashaw or Mrs. Torres) within 10 days of the student's enrollment (R-enrollment).

The ENL team then sends letters to identified ELL student's parents or guardians inviting them to a program orientation in which he or she may make a program choice for one of the three bilingual programs offered. The ENL team sends out entitlement or non-entitlement letters to the parents/guardians of each student who was tested, informing the parents or guardians of whether or not the student was deemed eligible for ELL services, based on NYSITELL results. This is done within 10 days of enrollment and parents have the right to appeal the ELL status within 45 days of enrollment.

Once a parent or guardian has made a program choice, then the student is placed in the appropriate class/program as indicated in the parents' choice/parent selection form (English as a New Language – ENL, Transitional Bilingual Education – TBE, Dual Language Program - DL). During the time prior to the parent/guardian attending the program orientation, the school makes the best choice possible for the student, so that s/he receives services in the interim. After program orientation, the ESL team informs the respective administrator whether or not the placement of this child should remain the same or if a change needs to be made based on the parent's decision in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all pertinent documentations related to ELLs in their cumulative records and a copy on file in the ENL room. Final placement is done by one of the four administrators.

To ensure that all steps are followed during the registration/identification process, we use the intake/monitoring checklist provided by the Division of Students with Disabilities and English Language Learners. We ensure that all ELL students are identified and receive the appropriate instructional services within 10 days of enrollment. The ENL team meets with new families to ensure that placement is correct. ENL teachers are part of the process for identifying and placing ELLs. The ENL teachers are also part of the registration team (Mrs. Llupa, Ms. Garcia, Mrs. Torres and Ms. Begashaw) and they make sure that parents of ELLs are supported throughout the registration process in their native language and throughout the school year. Translations are provided as needed in other languages.

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).

In order to identify SIFE students, an interview with the parent and the student is conducted. We gather information from their previous school if available and verify that in fact the student was receiving an education in their country of origin. Our team consists of ESL/bilingual educators who will be serving in the identification of a SIFE student. The team is responsible for identifying SIFEs by following all NYSED prescribed sequential steps pursuant to CR Part 154, which include use of the Home Language Identification Questionnaire (HLQ), Oral Interview, questions in the native language and English, and the administration of the NYSITELL and Spanish LAB.

Identification of Students with Interrupted/Inconsistent Formal Education (SIFE)

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below

grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

We follow the policy that we have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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

If a student has an IEP and the Home language is other than English, the Language Proficiency Team (LPT) which consists of ENL/Bilingual teachers, health coordinator, assistant principal and literacy coach is formed and reviews evidence of the student's English language development. If it is recommended that the student take the NYSITELL to determine ELL status, the ELL identification process continues as with all students regardless of whether the student has an IEP. Placement chosen by parent must be completed within 10 school days (20 school days for students entering with IEPs).

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian.

These are ELLs who are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test).

ELL status is not the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are first applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

In the SIFE Identification Process, we administer an oral interview questionnaire and ask parents questions about the students schooling in their country of origin. We request school work and to see a recent report card and speak to the child to assess the level of schooling. We are in the process of getting familiar with Literacy Evaluation for Newcomer SIFE (LENS) to further determine initial SIFE status. SIFE status must be indicated in ATS no later than 30 days from initial enrollment.

The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation. ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.

The language proficiency team is made up of the ENL teachers (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa), ELLs coordinator (Ms. Garcia), the Special Education health coordinator (Ms. Stahl) and the literacy coach (Ms. Moore Pagano) and the assistant principal (Ms. Doran).

Parents are provided with materials in Spanish, English, Albanian and French and translation services are requested if needed.

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

The ENL teachers (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa) ensure that entitlement and non entitlement letters are distributed in a timely fashion, within five school days by manually scoring the New York State Identification Test for English Language Learners (NYSITELL) and determining eligibility at the time of registration or thereafter. Parents are provided with the respective letter at the time of registration in their preferred language. In addition, if that is not possible then the letter is sent home with the student notifying parents of the non-entitlement or entitlement and placement of the student.

Within 5 school days of ELL determination and mostly during registration, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). This is done by the ENL teachers at the time of registration and within five school days. At the same time parents watch the parent video informing them of their options and rights to their child's placement.
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).

Once the ENL teachers (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa) identify the students that are entitled to services, parents are provided with an orientation and shown a video where they are informed of their placement choice options. They then fill out a survey and a program selection form in which they choose the program that would best suit the needs of the student. They are informed of their right to choose and their right to appeal the decision that is made as well. Parents are given the opportunity to appeal within the time frame after enrollment. The orientation is provided in Spanish and English respectively and the video is provided to the parents in the preferred language available in the DOE website. Translation of the documents to a parents preferred language is provided as needed. The forms are handed out and completed during registration, they are provided in the parents preferred language and once signed they are filed in the student's cumulative record and in the ENL department.
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.

When a new ELL enrolls in our school, we inform parents of the three instructional models available in New York City (TBE, DL, Freestanding ENL), regardless of whether the preferred model is currently offered in our school. To inform parents of these options, during registration or at another time, we provide parents of newly enrolled ELLs with a parent orientation at which time they watch the parent video which is available in 13 different languages by one of the pedagogues on the ENL team (Ms. Garcia, Mrs. Llupa, Mrs. Torres, Ms. Begashaw, Ms. Diaz (parent engagement coach) and Ms. Doran(assistant principal).

During the Parent Orientation they view a video, which explains the three program options and is available in 13 different languages.

After they view the parent orientation video, parents/guardians are given a chance to ask questions and discuss their concerns, so that they understand each program, its implementation and goals, and so that they can make a judgment about ranking their preferences.

During the orientation, we also provide information on common core learning standards, assessments and school learning expectations and the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation is provided in a language that the parent or guardian best understands. In the event that we cannot provide it in their language we contact the Translation and Interpretation Unit for an interpreter for any language that is not spoken by the school staff.

 - After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days, however they usually fill it out after watching the video during orientation. If the parent does not return the form within 5 school calendar days, the student is placed in our transitional bilingual program; otherwise, the student is placed in ENL. Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:
 - In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades

The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. Since the Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child,

it is retained in the student's permanent record and a copy is also kept in the ENL department and is accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request. Once parents are informed of all three program options, they fill out the program selection form ranking their preferences as far as program choice and they complete a parent survey about the parent orientation video. These forms are placed in the students cumulative record and secured in the ENL department. The choice of the parents is entered as indicated on the Parent Survey & Program Selection Form, in the designated screen in ATS (ELPC) as forms are completed (Ms. Garcia, ENL coordinator). The parent's first choice is entered, regardless of whether that choice is currently offered at the school.)

Our ELL students are placed in the parents' program of choice within ten days of enrollment. If there are insufficient numbers of students to form a bilingual class which would accommodate a parent's choice, we provide them with the following two options, and maintain a record of their response. The first option is to support the child who remains enrolled at our school in one of the existing programs—if the parent chooses this option, we immediately place the child in that program and begin servicing him/her. The second option is that the parent/guardian can opt to transfer their child to a different school where there are sufficient numbers of students to create a program of the parent's choice on the grade level of the child. To do so, we contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. While we await the transfer, the child remains temporarily in an ELL program in the school until the transfer is completed.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts by our ENL team (Ms. Garcia, Mrs. Torres, Ms. Begashaw, and Mrs. Llupa) and Ms. Lopez (parent coordinator). While waiting for a parent to complete the form, the school provides mandated ENL services based on the student's proficiency level, in the temporary placement established prior to, or at the time of identification as ELL.

Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed (program placement letter). This last step is essential so that parents/guardians receive a written notice about the program in which their child has been placed. This notice offers contact information, should they have any further questions.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. After we notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages).

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

Our school ensures that Parent surveys and program selection forms are completed at registration, after administering the NYSITELL and they have watched the parent orientation video. The forms are handed out and completed during registration, they are provided in the parents preferred language and once signed they are filed in the student's cumulative record and in the ENL department. We record the scores of all students who did not achieve a proficiency level of commanding. The test is administered regardless of having a printed scanned sheet on a paper copy. The forms are handed out and completed during registration, they are provided in the parents preferred language and once signed they are filed in the student's cumulative record and in the ENL department. The ENL teachers (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa) follow up with the parents of students who were tested subsequent to registration. We make phone calls home to ensure the respective forms are filled out if not done so during registration. When parents are contacted they are given an appointment to complete the parent survey and program selection form and view the parent orientation video. The ENL team makes sure that all correspondence are returned and completed in a timely fashion by constantly communicating with the parents via telephone conversations, meetings in person and e-mails when available. Our parent coordinator, Ms. Lopez, also assists with outreaching to parents.

If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. We document and include attempts to gather initial parent selection preference; documentation, however this is usually not a problem because it is done at the time of registration for the most part. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades.

This year, it is our goal to meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary

to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. During registration, the ENL teachers (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa) determine if the child is identified as knowing a language other than English through the HLIS and administer the NYSITELL. If the students does not score a proficiency level of commanding, the parent is shown the parent orientation video in their preferred language, and their options are explained to them during the interview. They then fill out the parent survey and program selection forms provided in their preferred language, which are filed by class in a binder and also placed in the students cumulative record. Ms. Garcia identifies the ELLs in each class whether bilingual or receiving English as a New Language. She prints out class sheets and highlights the students that need to have the documentation. Any parents who have not seen the video and who do not have the the parent survey and program selection form are then called in and one of the ENL teachers reviews the process and their options depending on whether or not the student passed the NYSITELL.

If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. We document and include attempts to gather initial parent selection preference; documentation, however this is usually not a problem because it is done at the time of registration for the most part. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades.

9. Describe how your school ensures that placement parent notification letters are distributed. Once all the ELLs are identified and the proficiency level is also identified we send the letter to the parents informing them of said placement in the parents' preferred language indicating the program in which their child has been placed. Placement is determined according to parent choice, students score on either the NYSITELL or NYSESLAT. However, ELLs are placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in the school, the school places the student in that program immediately and provides the student with a full schedule. If a parent's program choice is not currently available in the school, the school informs the parent that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response.

Placement letters are sent home with the students to be given to the parents to sign and return. The letters are provided in both Spanish and English to inform parents of their child's placement and provides the proficiency level of the student according to the NYSESLAT. The parents are urged to contact a member of the ENL team (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa) with questions and or concerns. In the event that these letters are not returned, the ENL team follows up by making phone calls and setting up appointments to ensure that we have the documetation on file.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All HLIS forms are kept in a binder by grade and class and the HLIS for new admits are also added throughout the year. The entitlement and continuation letters are sent home with the students notifying parents of their placement and proficiency level according to the NYSESLAT. All ELL-related documents, dated and signed copies of each student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non entitlement letters are kept in the student's cumulative record and in the ENL department by academic school year. This documentation is accessible to parents if requested, administrators and the ENL team in the ENL department.

The ENL teachers (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa) distribute, collect and safeguard these documents in the ENL department.

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. Prior to the arrival of materials, the testing coordinator (Ms. Bondi) who coordinates testing for the entire school revises a testing plan, which has been used for several years. Using ATS reprts she identifies the ELLs in the school that are eligible for testing. Revisions include accounting for systems which are practical for the pertinent school year, identifying personnel who must be involved, creating a roster of all students who must be tested, their locations and programs. Personnel are chosen to proctor and support based on certification, experience and professional attributes. Students are identified to take the NYSESLAT based on their entitlement status.

Administration of the NYSESLAT runs from mid-April to mid-May and the ENL team (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Lupa) are definite administrators of this test to students whom they do not service. Other personnel are assigned by ability and availability per school year. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Schools are not penalized for administering the speaking section during the last 2 weeks.

We ensure that the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year.

In order for students to receive a valid score, we administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students who are eligible. To ensure that we administer all parts of the NYSESLAT to all eligible students, Ms. Garcia (ELL coordinator works with the test coordinator, Ms. Bondi to complete the following steps:

Step 1: Identify Eligible Students • The RLER report from ATS is printed for a list of NYSESLAT-eligible students. We identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times. • Upon receipt of our NYSESLAT materials, Ms. Bondi counts the number of booklets and answer documents. If we do not have sufficient numbers of materials, she would contact our Borough Assessment Implementation Director (BAID);

Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion • The staff administering the NYSESLAT is not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT by the ENL coordinator, Ms. Garcia. • To administer the speaking subtest during the administration window, Ms. Bondi assigns a sufficient number of staff and adjusts the school schedule as necessary to ensure that we are able to administer to all NYSESLATeligible students the speaking subtest during the administration window. • To administer the reading, listening, and writing subtests during the administration window, Ms. Bondi, assigns a sufficient number of staff and adjust the school schedule as necessary to ensure that we are able to administer all NYSESLATeligible students the reading, listening, and writing subtests. She tracks completion and ensures the students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested •Ms. Bondi follows up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

The speaking tests are the first components to be administered. Preparations are made to distribute the speaking component into groups according to class and/or grade band, depending on the program and distribution of personnel who will proctor. The Speaking subtests is administered within the given time frame. Someone other than the student's teacher administers and simultaneously scores the Speaking subtest within the window allotted for administration of the speaking subtest. This is usually done by one of the ENL teachers or designated school personnel.

All involved personnel are provided with training facilitated by Ms. Garcia, ENL coordinator. Training consists of provision of materials (procedural memo, materials for practice delivered to the school, test administration manual), training with practice materials, and explicit procedural directions. Included in procedural directions are instructions for how to assure the students with IEPs receive the mandated modifications, as these apply to the test component. Regulations for what modifications can be provided so as to assure test validity, are reviewed using the documents from New York State, explaining these.

When materials for the operational test arrive, they are secured by Ms. Bondi until the testing window opens. At this time, materials are distributed as was explained to proctors and proctors begin administration. All test materials are secured at the end of each day. Testing continues until all ELL students have been tested, but not beyond the last date for testing in Speaking.

The NYSESLAT plan also includes administration of the components of Listening, Reading and Writing. Since these are group administered, the groups are organized and proctors identified according to numbers of students in the grades. Dates from among those permissible by New York State, are chosen for initial administration and a make-up plan is also created. IEP mandated modifications are also used to create groups. NYS mandates for how to provide these modifications, and which ones can be provided, so that test validity is assured, are also used to make grouping decisions.

Following revision of the plan to administer these components of the operational NYSESLAT, another testing procedure and training meeting is held. Like the meeting for the Speaking component, all proctors involved are mandated to attend, receive materials (memo, training materials, test manual) and are provided with guidance for how to properly administer the test.

The Listening, Reading and Writing components are administered on the appointed dates. Make-up testing usually follows the test date for each component, immediately. The family workers and secretary are enlisted to make calls to all parents/guardians of any students absent for the initial administration of any component of the test, and problem solving steps are taken to assure the student attends school to take the test component missed.

Assessments that assess all four modalities are administered periodically based on quarters and the unit of study. In addition, the DRA is administered three times a year (September, January and May) and as needed to assess students reading comprehension, writing and oral fluency. We also use the IRLA which is an ongoing assessment that is performed daily throughout the year.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once all the ELLs are identified and the proficiency level is also identified we send notification letters in the preferred language usually in both Spanish and English to the parents informing them of entitlement and placement. If another language other than Spanish is preferred translation services are requested. They sign and return the letter showing that they received and accept the placement. The ENL teachers (Ms. Garcia, Ms. Torres, Ms. Begashaw and Ms. Llupa) diligently follow up picking up these letters from the students and contacting parents who have not returned the letters back signed. We also resend the letters specifying that it is the second or third notice and that it is imperative that they return the letter immediately. Parents usually return it or ask to meet to have the placement further explained.
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).

Most parents at P.S. 85 usually select Transitional Bilingual Education (TBE) if the child has been identified as an ELL who is dominant in Spanish and ENL if the child speaks little or no Spanish, but is considered an ELL based on the result of the NYITELL or NYSESLAT. Some parents of Spanish-speaking students who have not passed the NYSITELL or the NYSESLAT opt to have their child in ENL even though they know that we can provide TBE in the child's native language. Year after year the program selection forms hold these commonalities in choices.

Being that parent's choice is mostly if not all centered around transitional bilingual education or ENL, our programs are primarily aligned with the parents choice.

We will continue to provide parents with the choice of the three programs and meet their needs based on the choice that they prefer.

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.

Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs come from many different language backgrounds, and English may be the only common language among the students.

As per CR Part 154, there are 2 types of ENL: • Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. • Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or coteaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

In our school, instruction for ELLs is provided mostly through a push-in model where the teacher and the ENL push in collaborate and provide instruction for the identified ELLs. Students are grouped by their language proficiency level within their grade and class. The students are of heterogeneous proficiency level and differentiation occurs across the levels. In order for English Language Learners attending P.S. 85 to meet the high standards set for all students and to equally

participate in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the day. Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with - Push-in Model/Freestanding ENL and Transitional Bilingual Education (TBE). The students are placed heterogeneously throughout the grades. Depending on the needs of the students they are provided with the required time as per proficiency in either a push in model or a small group pull out.

Our Push-in/Freestanding ENL Program:

Our Push-in/Freestanding ENL Programs provides instruction in English with native language support with an emphasis in English language acquisition. The ENL teachers work with ELLs during content area instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The teachers in this program use ENL methodologies and native language support as per the student's New York State English as a Second Language Achievement Test (NYSESLAT) scores. The English as a Second Language push-in/freestanding program staff consists of four fully-licensed ESL teachers (Ms. Garcia, Ms. Torres, Ms. Llupa and Ms. Begashaw) who service students from grades K-5. Students in the push-in/freestanding ESL receive instruction depending on their proficiency level. As per their NYSESLAT score, students in the Entering (EN) and Emerging (EM) levels receive 360 minutes of ENL instruction per week. Students who are in the Transitioning (TR) and Expanding (EX) level receive 180 minutes of ENL instruction per week. This year, as per the mandate students who scored Commanding (CM) also receive 90 minutes of ENL instruction. The needs of our students are determined by their performance on the NYSESLAT and for the newly enrolled students by the Home Language Interview Survey (HLIS) and the NYSITELL.

Description of our Push-in ENL program:

Push-in ENL- Three Models

In our push-in model the ENL teacher either, Ms. Garcia, Ms. Torres, Ms. Begashaw or Ms. Llupa works with ELLs in collaboration with the general education classroom teacher to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. ENL teacher comes into the classroom to service students for the mandated time as determined by their New York State English as a Second Language Achievement Test scores (NYSESLAT) (90 minutes, 180 minutes or 360 minutes) during content area instruction. The ENL teacher and the classroom teacher work together to plan and to make sure those students are receiving support as they receive content area instruction (e.g. Social Studies, ELA, Science, Math, Arts). In this model both teachers work in collaboration to provide language acquisition and vocabulary support while retaining content instruction time.

Models of Push-in ENL:

You might see the ENL teacher and the classroom teacher involved in any one of these models:

1. Team-Teaching

In the team-teach model, the ENL teacher and the classroom teacher take turns delivering lessons with the ENL teacher focusing on providing scaffolding and addressing more basic skills. The ENL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ENL teacher makes the content area material accessible to all learners. This is an extremely effective push-in model.

2. Small-Group Instruction

Within this model, the ENL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. This is also a time to teach more basic language skills or grammar points. The best Big Goal for this model is objective mastery and reading level. The small group lesson aligns to the classroom teacher's lesson if possible, but can also be aligned to a year-long plan that the ENL teacher may create based on ENL and ELA objectives and standards.

3. One-on-One Instruction

Another way that the ENL teacher services his/her students is by sitting with the students one-on-one to assess reading and writing skills during independent reading time or independent work time. The skills the ENL teacher addresses during the one-on-one sessions are aligned to the classroom teacher's curriculum based on ENL and ELA objectives and standards.

Pull-Out/Freestanding ENL

We use the ENL Pull-out program to service students according to their level on the NYSESLAT, its four components and grade level. The pull-out/freestanding model allows ENL students to sit most of the day in general education classrooms and participate in differentiated instruction as per their needs.

ENL students are taken out of their classes as per their mandated time as determined by their scores on the four components of the NYSESLAT (90 minutes, 180 minutes, 360 minutes) to receive ENL instruction in smaller class sizes with students of similar proficiency levels. The ENL teacher aligns his or her teaching to the ELA/ENL standards so the students are receiving scaffold instruction that will enable them to perform successfully in the general education classroom. ENL teachers also incorporate intensive vocabulary and grammar instruction to enable them access to academic content.

The ENL teacher works closely with classroom teachers to ensure that the students are being taught according to the common core standards and that important content is not missed as they are being pulled out.

- b. TBE program. *If applicable.*

Instruction for ELLS in the TBE program is also based on proficiency level and consists of three parts. The students are provided with ENL, Native Language instruction based on level of student proficiency and the teacher chooses two subjects that she or he teaches in the native language depending on level of student proficiency. In general the objectives of a transitional Bilingual program are to facilitate language and academic development using the native language to foster English as a new language. Instructional time is primarily done in the home language before transitioning to instruction in English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of the instruction is done, learning in English. In our TBE programs, the teachers make careful consideration when determining which language to use for instruction. Teachers differentiate by taking into consideration which language would best fit with the students knowledge of the concept and the students familiarity with the subject.

As per CR Part 154, there are 2 types of ENL, Stand- Alone and Integrated ENL.

- Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
- Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or coteaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

c. DL program. *If applicable.*

N/A

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

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

Grades K-5 are grouped according to the most recent NYSESLAT scores or NYSITELL. The allocation for instructional time is determined by the Scale Score Ranges for determining English Proficiency. If a students proficiency level is entering or emerging they receive a total of 360 minutes of ENL instruction. Students who score transitioning or expanding receive 180 minutes of ENL instruction. Students who scored commanding receive 90 minutes of ENL support for two years. Our experienced ENL teachers service grades K-1, 2-3, and 4-5 respectively. Our goal is to move our ELL students one proficiency level every year so that English proficiency is reached within three years.

There is close collaboration between the ENL teachers and the monolingual teachers of ELLs. The classroom teachers are notified about the test results and about students who become proficient and that they will continue to receive support services for three years after they have become proficient. For these students, we create a smooth transition for them to become fully immersed in a mainstreamed class and continue to support them after proficiency is acquired through accommodations and differentiation of the lessons in the content areas. As of this year, students who scored commanding are still provided with ENL services as support for two years after being proficient.

Spanish-English Transitional Bilingual Program

In our Spanish-English Bilingual Transitional Education program students in regular TBE, ICT TBE, Self-contained TBE receive high-standards and quality instruction in the students' native language as they learn English in all content areas. Instruction in English increases as these students' English proficiency increases. In this program, students who are at a beginning level of language proficiency receive 60% of their instruction in their native language in all content areas and 40 % in English with a minimum of 360 minutes of ENL instruction per week. At the intermediate level, students receive 50% of instruction in their native language and 50% in English with a minimum of 360 minutes of ENL instruction per week. Students in the advanced level of proficiency receive 25% of instruction in their native language and 75% in English with a minimum of 180 minutes of ELA instruction per week and 180 minutes of ENL instruction per week. These students receive enl and native language support in all of the content areas (e.g. science, social studies, mathematics). Lessons are differentiated according to our students' language and academic levels and needs. Teacher of TBE and ENL make sure that guidelines are followed when planning for mathematics, social studies, science, reading, writing.

The needs of all of our students are determined by how they perform on the NYSESLAT, DRA, IRLA and for the newly enrolled students by the HLIS and the NYSITELL/Sp Lab.

One of the many goals of the ENL and Transitional Bilingual programs at P.S. 85 is to provide all English Language Learners with the opportunity to develop their academic language in all content areas through listening, speaking, reading and writing skills and this will help them to become life-long learners and to function in both English and their native language.

Instruction: ELLs receive instruction in their native language and in the second language as per DOE recommendations (OELL). Our students receive instruction in two languages - the language spoken at home and in English. In the beginning stages of English acquisition, 60% of the instruction is provided in the student's native language and 40% in English and as the student develops fluency in English, instructional time in English in all of the content areas will also increase. Below are the schedules we follow to instruct our ELLs in all of the content areas.

LEP students with disabilities whose IEP recommends ENL or bilingual instruction

English Language Learners who are receiving special education services and who are in either bilingual, ENL or dual language programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/NYSITELL scores. At P.S. 85 our ELLs with disabilities are provided with ENL services or Transitional Bilingual Education and if the parents prefer a dual language program, we facilitate those services as well. Students who are receiving ENL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ENL methodologies for the specific amount of time as determined by their NYSESLAT scores. In the Transitional Bilingual program students are taught standards-based subject matter instruction in the students' native language with support with ENL methodology and as per the mandated time. There are three highly experienced ENL teachers providing push in ENL as per mandated guidelines. During this time, the ENL teacher works with the ELL students in content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time.

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.

To support students in meeting the Common Core State Standards (CCSS), the ENL teacher, provides content area instruction. In the event that this instruction may not be done in the classroom as a push in, then the ENL teacher schedules a pull out instruction group using ENL strategies to support the classroom teacher. The ENL teachers employ a Content Based ENL Approach to teaching ENL, using various methods for comprehensible input and techniques to support output, in Common Core State Standards-aligned units of study. Common planning from professional development in conjunction with planning between the general education teacher and the ENL teacher ensure that core content is delivered. The ENL instruction is provided in English.

We provide content-area instruction in English using ENL methodology and instructional strategies, as well as using native language support to make content comprehensible. Instruction incorporates ENL strategic instruction using problem solving, picture symbols (Mayer Johnson), speech assistance devices, challenging content, project-based and communicative-based learning. CCLS techniques focus on modeling, bridging, contextualizing, text assessment and understanding, and using content to analyze and answer questions effectively. ENL teachers use the same content taught in the classroom working with CCLS curriculum however incorporate ENL strategies to facilitate learning for the ELL. For standardized assessment students, Go Math, Teacher's College Writing Performance Assessment and CCLS Teacher-created tests are utilized for instruction and evaluation of student needs. Our program is designed to assist ELLs in achieving proficiency for their grade and meet or exceed New York State standards. All staff working with ELL students (teachers, paraprofessionals, and related service providers) attend ongoing professional development workshops on ELL student achievement over the academic year.

In Bilingual classes, newcomers and any student who needs the support in Grades 3 through 5 receive CCSS-aligned Math materials in Spanish, although all ELL students receive Math instruction in English, with small group support in Spanish as needed. Bilingual classroom teachers teach content areas differently in terms of language allocation, depending on the model. In Transitional Bilingual Education, the students learn in CCSS-aligned units for all K classes, with lessons developing concepts and proceeding through the units with repetition and translation of content as needed. According to the unit of study, concepts and skills are built sequentially using the language of instruction as a vehicle to progress through the unit. Among second language approaches or methods teachers may use in any program are the Content Based Method, the Natural Language Approach, Total Physical Response, Language Experience Approach, and the Direct Method. Teaching methods may include Cooperative learning, project based ENL, thematic units. Some techniques which are encouraged are the use of modeled oral language and student dialogue and academic conversational routines, and other speaking and listening routines, common in general education, such as turn-and-talk, but with explicit teacher support to help students speak and focus for listening and speaking.

Language and Content objectives are used in planning lessons, including ENL lessons. Language acquisition and learning strategies are used by all teachers of ELLs to facilitate learning, in all grades. As students reach grades 3-5, and are more metalinguistic and metacognitive they are supported to learn about strategies they may make choices to use of to acquire language or learn in the second language.

The use of multiple modalities for teaching language and content is encouraged and modeled to improve teaching through learning styles, particularly for, but not limited to, students who are ELLs with Special Needs. ENL teachers scaffold lessons orally and in written form to assist students at different L2 stages and levels. Classroom libraries are equipt with appropriate ENL literature and students who speak Spanish and also have the ability to read and write in Spanish can borrow books from the Spanish language libraries. Students in upper grades who arrive in the school with literacy in Spanish are supported to use L1 for writing, as a bridge for learning writing process as they acquire writing abilities in English. These choices depend on many factors, including student needs data showing where each student's greatest needs may be.

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

To ensure that our ELLs are evaluated appropriately in their native language throughout the year we use screeners, formative and summative assessments such as well as Teacher-made assessments as per standards and content area, ELE, SP-Lab,

and IRLA are available and administered in Spanish. Translators are used during assessments for students who speak other languages than English and Spanish as needed.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English Acquisition throughout the year we administer DRA for reading assessment, Writing samples are collected and assessed with a rubric aligned with the common core, and an analytic rubric for speaking and listening is used for assessing oral language.

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

At P. S. 85 we are using research-based programs to address the academic and language needs of our ELLs. The main focus of these programs is to differentiate instruction for English Language Learners and SIFE. These programs are Intervention by Design By Rigby. Another program that we use is Estrellita which emphasis is on phonemic awareness in Spanish - it is multisensory instruction in phonemic awareness, phonics, and fluency. It is sequential, cumulative, structured, systematic, and differentiated direct instruction. It is a continuous diagnostic assessment that informs instruction. To enhance the language acquisition for all ELLs and to enhance understanding and comprehension.

SIFE students receive daily specific and differentiate guided and one-on-one instruction for 30 minutes during our intervention period. During this 30 minutes students are either involved in independent reading using the 100 Book Challenge in their native or second language, are involved in individual conferences with the teacher or are working in very small (no more than 3 students) strategy groups with the teacher. SIFE students also receive daily academic support from our bilingual technology teacher and from our literacy teacher.

During the readers and the writers' workshop (90 minutes) these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ENL.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Plan for Newcomers:

- We make sure that teachers (Bilingual, ENL and Monolingual Teachers) are well trained and experienced with ENL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 85. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.
- Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies, PTA meetings).
- Use the first language score (where available) to differentiate our teaching.
- Interview parents when they register the child: ask specific questions about the education system in the native country and how did the child do (if he went to school there). Parents are also invited to one-on-one meeting with the assistant principal when students are being registered or attending school for the first time.
- Administration of the Home Language Survey.
- Analyze student profiles.
- Differentiated instruction and effective teaching strategies for ELLs.
- Collaboration and planning between ENL and content area teachers.
- Clear understanding of the students' linguistic and cultural backgrounds.
- Clear understanding of the student background knowledge and frame of reference and life experience.

Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small group and individual/academic support. The programs for these students are tailored to their specific language learning needs and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are taught by licensed bilingual and ENL teachers.

Plan for Alternative Placement in Special Education

- Give students enough time and effective support to develop socially and linguistically.
- Carefully analyze students' profile and evaluation (if necessary) to determine that lack of proper progress is the result of any disability and not lack of language development
- Have meeting (school team) to determine the student's level of proficiency (bilingual teacher, ENL teacher, Sp. Ed. Teacher, parent coordinator, School Support Team)
- Notify parents and show them a concrete work plan for the student to receive the best support in the Sp. Ed. Class (with ESL or Bilingual services)
- Follow IEP recommendations as needed

Transition Plan for Students Reaching Proficiency level of Commanding

- Notify the parent of the success and give supporting documents.
- Notify the classroom teacher and give supporting documents.
- Give extra support (two years) through ENL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
- Provide with accommodations/support, which include at least 90 minutes of instruction per week after acquiring commanding proficiency level on the NYSESLAT

ELLs and former ELLs are given time and a half for testing accommodation during the school year and standardized testing. If a student requires tests in another language other than English they are given that option in science and math. After a student attains a proficiency level of Commanding, they are provided support and ENL instruction for up to two years as per CR Part 154.2. Former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations as mentioned above.

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

In the future, our school will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

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

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The Re-identification Process consists of the following steps: 1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). 2. School reviews all documents related to the initial or reentry identification process detailed above. 3. School reviews the student's work in English and in the home language. 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. 5. School consults with parent or guardian. 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. 11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. In order to ensure that the student's academic progress is not affected, the student will

continue to receive an education.

The initial identification process is conducted by the ENL team (Ms. Garcia, Ms. Begashaw, Ms. Torres and Ms. Llupa.)

- 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?

Grade level materials for ELL-SWDs include Go Math, MyOn, I-Ready and designated spanish-english libraries.

During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of ENL instruction offer instruction in understanding, reading, writing, speaking English while others utilize ENL methodologies to develop and grow cognitive skills. CCLS plays an important role in developing the intellectual capacity of our students. The relationship of questions and answers with supporting evidence is an important enhancement to our instructional techniques.

Students are supplied with materials and grade level books in all of the content areas in both English and Spanish and materials translated in other languages as necessary (e.g. S.S., Science, Math, Literature, etc.). We also use Thinking Maps - a Language for Learning, which is a resource used to reinforce and enhance comprehension in our ENL, special education and bilingual classes. Thinking Maps is a program that was developed by David Hyerle and Chris Yeager that supports and facilitates the development of language and thinking processes. It engages, as well, our ELLs with disabilities in critical and analytical thinking while supporting their specific learning needs.

We are also placing a lot of emphasis on academic language development and planning for instruction.

All of our instruction in all content areas are highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition, are carefully planned, evaluated and analyzed to enhance and enrich our students' comprehension and understanding of content.

When available, leveled content literature is provided to the students who are ELLs-SWD. Teachers of ELLs-SWD use total physical response, visual aids, sentence stems to accelerate the English Language Acquisition. The teachers read and are a part of the conference that addresses the needs of the ells in the IEP and plan accordingly to ensure that the services that are mandated are provided.

Students have access to ipads, computers and laptops where they can access i-ready, myon, starfall and brain pop to facilitate instruction and accelerate english acquisition. In addition, all classrooms are equipped with an ENO board that is used in instruction of ELLs-SWD.

Native language materials used are DRAs, Spanish IRLA, Estrellita and Go Math in Spanish. Students who need it, have access to books in Spanish and English with a designated language library in the classroom.

- 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?

English Language Learners who are receiving special education services and who are in either bilingual or ENL programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/NYSITELL scores, and IEPs. At P.S. 85 our ELLs with disabilities are provided with ENL services or transitional bilingual education. Students who are receiving ENL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ENL methodologies for the specific amount of time as determined by their NYSESLAT scores. There are three highly experienced ENL teachers providing push in ENL as per mandated guidelines to monolingual classes as needed. During this time, the ENL teacher works with the ELL students in content instruction in collaboration with the regular/special education classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. In the transitional bilingual program offered, students are taught standards-based subject matter in the students' native language (spanish) with support and ENL methodology and as per the mandated time.

At P.S. 85 we implement the following guidelines to address the language needs of our ELLs in all content areas:

	Entering/Emerging	Transitioning	Expanding	Co
mmanding				
ENL instruction for all ELLs	360 min. per week	180 min. per week	180 min. per week	90
min. per week				

ELLs with IEPs also participate in our 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and

Chart participating in targeted-small group instruction. These students also receive instruction as per their language and academic needs during our extended time (50 minutes twice a week).

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

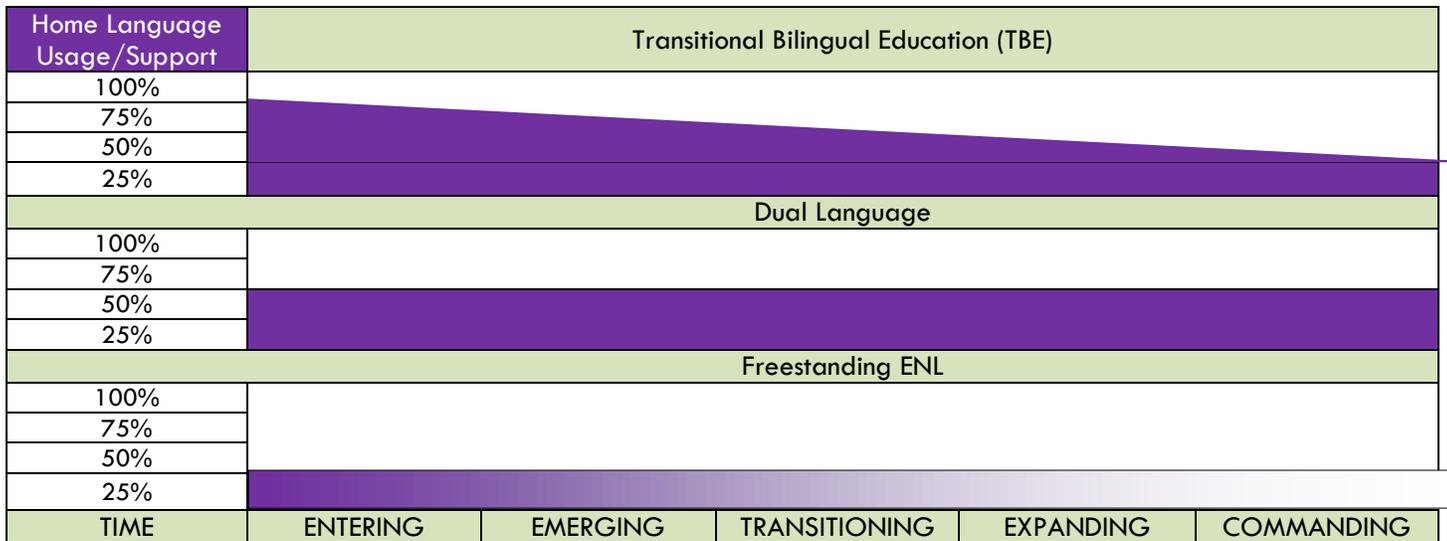


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our intervention instructional strategies are tailored to meet our student needs. Instruction is provided in English and the Native Language (spanish) when needed in ELA, Math, and other content areas. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, provides native lanaguage instruction and translation of the common core curriculum topics as needed. Intervention instruction encompasses visuals, listening centers, modeling, contextualizing, and the latest common core curriculum standards. ENL teacher(s) and Bilingual teachers use the same texts employed in the classrooms. Our students use Go Math and ready Gen alongside Teachers College Writing Curriculum. The ENL teacher(s) incorporate real life situations and equate that to the learning experience.

Support services to LEP students: Other support services:

In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.

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

Support services to LEP students: Other support services:

In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.

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

For the upcoming school year we will continue to support all of our ELLs in the content areas through push-in/freestanding ENL, NL support, TBE and improve our AIS/intervention services and SETSS for bilingual ELLs.

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

No programs/services at P.S. 85 will be discontinued.

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

At P.S. 85 we ensure equity in technology and instructional resources by providing equal access to computers, instructional technology, and other materials, such as books, text books in the content areas, that support native language and English language literacy development. All of our ELLs have access to our technology. All academies at P.S. 85 have a technology teacher and computers/laptops units to make sure that all students receive technology support. To service our ELLs we also have listening centers and this includes the Imagine Learning program.

At this time, we are offering an after school program (Extended Learning Time) four times a week. This program addresses English Language Arts. Letters are sent home requiring all students to attend. At PS 85 all of our students have access to the programs offered. NYC Mission Society is also a service that is provided to all students which provides homework help, recreational activities and STEM instruction.

ELLs are offered the opportunity of equal access to all school programs. ENL teacher(s) at our school collaborate and team teach with both classroom and science enrichment teachers. When available, ELLs will be able to attend both Title III and After School programs. These extra programs offer a reinforcement to the daily instnctional program and also serve as a social learning tool for collaboration and understanding among students.

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.

Due to the individual needs of our students teachers utilize a variety of instructional strategies and materials. Teacher(s) provide instruction in ENL and content area instruction in English is supported by ENL methodologies. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the

child. Instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ENL provide instruction in understanding , reading, writing, listening, and speaking English while others utilize ENL methodologies that develop cognitive skills. For some students ENL uses visuals, listening centers, and total physical response. The ESL teacher(s) use a variety of books, workbooks, magazines, periodics, and visual cues that help our ELLs learn different subject matter. These materials are Common Core Curriculum based and enhance and foster positive learning outcomes.

All ELLs have access to classroom libraries and grade level curriculum materials, just as non-ELLs do. Specialized ENL materials are available and teachers may access these as needed. Materials, mostly for literacy development in ENL include Rigby Guided Reading for ELLs, and NYSESLAT and Beyond. All ELLs have access to all technology in the building. This technology includes laptop computers, Smart Boards, and iPads.

Other technology/instructional supports our ELLs have access to and which are incorporated in their instruction in both the NL and ENL include: Smart tables in all special education classes; interactive whiteboards in all classrooms; laptop units are available in every classroom, IPADS are also being used in the instruction of ELLs and to support the instruction of content areas and the curriculum. ELLs also have access to eno boards, digital cameras, LCD, IPODS, and safari montage.

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

Native language support is delivered in ENL and TBE in all content areas through dictionaries which are available in Spanish. Library which are designated in both Spanish and English. Translations in Science and Math are available in Spanish. Technology is available to aid students in accessing content through visuals and ELL supported websites. We also use the recommended language schedule for TBE from OELL. depending on proficiency level. Teachers provide bilingual charts and word walls in TBE classrooms and content may be taught in native language as needed. In ENL, students who may speak the same language as an entering or emerging student are paired to provide support for the respective student. The use of visuals and total physical response also helps in supporting the home language while delivering instruction.

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

The required services support and resources offered correspond to ELLs' ages and grade levels by ensuring that all services are provided by teachers certified for the grades. We ensure that materials used are matched to the grades and academic/language needs of the students, including in any class where students are multiple grades/age ranges.

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).

The activities in our school that assist newly enrolled ELL students before the beginning of the school year are limited since we have a limited amount of Title III funding to offer students a summer program.

19. What language electives are offered to ELLs?

There are no language electives offered to ELLs at our school.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All staff members at P.S. 85x including Assistant Principals, Subject Area Teachers, Paraprofessionals, ENL Teachers, Guidance Counselors, Special Education Teachers, Psychologists, Occupational Therapists, Physical Therapists, and the Parent Coordinator, attend on-going professional development courses to assist in the instruction of our ELL students. Professional development will include but is not limited to the following: Focus on the Common Core Curriculum under the leadership the school's coach and district direction; concentration on Academic Oral Language and Vocabulary Instruction in Language Learning; and an opportunity for language development.
Professional development is provided weekly for all teachers (including ENL teachers) and is delivered in cycles with a focus on delivering quality instruction to all students. All professional learning includes strategies which support English language learners since there are language acquisition needs in all classes. Professional learning is facilitated by in-house staff (ENL teachers, Administrators, Instructional Coaches) and includes all professionals in a shared responsibility for learning.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Specific professional development is provided to Bilingual and ENL teachers in addressing the Common core standards with an additional focus on the Language standards for each grade. This professional development is delivered by the ENL coordinator Joanny Garcia and our Instructional Coach Jeannete Diaz.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our bilingual social worker assists class room teachers in supporting students in the transition to elementary school to Middle school. Together with the Parent coordinator families are assisted in the selection of appropriate Middle school selections.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Professional development for bilingual and ENL teachers is provided through Fordham University Graduate School of Education and BETAC program as well as supported by in school/classroom coaching by Dr. Lucia Buttarro. These coaching sessions and professional development sessions are monitored by school administrators through agendas and coaching logs of assistance.

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?

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through Spanish and English monthly calendars, newsletters, meetings, and workshops as to new developments concerning our English Language Learners and all students. Every effort is made to communicate and assist parents throughout the school year and to do this we have personnel providing services to our ELLs, regular students and their families. Translation services are provided as needed by contacting the office of translation and interpretation unit.

We have a bilingual related services social worker, a bilingual family engagement coach in grades K-2, other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership Team and Parent-Teacher Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates. If needed, we would contact the Translation and Interpretation unit for speakers of other languages not available.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are always included in school wide events. Parents are always invited to these community meetings where we discuss and showcase our students' progress both academically, creatively and artistically. Our Parent Coordinator ensures that all events are translated into Spanish by using a communication device that allows parents to hear the translation through headphones as it takes place. Our Parent Coordinator also works with outside organizations such as LINC, Cookshop, Mission Society to coordinate activities for ELL Parents. Our Family Engagement Coach, Jeanette Diaz targets specific grades for workshops and topics have included: How to help your child with homework?, Reading Strategies, Teaching your Kindergartener how to read, ELA What does that mean for your child? amongst others.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have partnered with many community based organizations and other agencies outside of our community which provide services to our school community. These CBOs are: Institute for Family Health, New York Foundling, Fordham Tremont, Montefiore Clinic, Turn Around for Children, Ballet Tech, Mercy College Parent Center, Mission society, learning Leaders. All of these CBOs/Agencies, provide direct and indirect services to all of our parents. Our Parent Coordinator, Aracelis Lopez works with LINC to provide specific workshops to ELL parents such as bookmaking, sequencing events, and workshops in Common Core Standards. We currently have an Americorp member on our team who is working with us to increase parental involvement and engagement and to reach out to the community at large to encourage other organizations to provide workshops and services such as ENL and computer literacy. As a renewal school we are working with Fordham University as a partner and they provide counseling and after school curricular activities like dance, basketball and capoeira. We currently have a Community School director who is reaching out to community stores, health agencies, universities and cultural sites so as to establish relationships that will support our ELL parents and students needs.

5. How do you evaluate the needs of the parents? Through the dissemination of information and our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life. The school periodically sends home parent surveys to assess needs. Parents annually complete the City Parent Environmental Survey. The Parent Coordinator is in charge of distributing these surveys and accounting for the response rate. The Parent Coordinator also participates in School Leadership Team meetings, Attendance Team, Safety Meetings, Wellness team meetings and communicates parent needs and concerns to each of these teams.

6. How do your parental involvement activities address the needs of the parents? To better service the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar is also in English and Spanish. All of the information provided to our community is usually in multiple languages. Moreover, to better service the parents of ELLs, we have created a parent handbook in both English and Spanish. All documents going home are sent home in the language of choice. All of the information provided to our community is usually in multiple languages as needed. The School has a group of parents who meet monthly called "People's Circle" in which parents come together to discuss issues that they are concerned about whether it be social, emotional or academic.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Great Expectation School**

School DBN: **#INGEST ERROR!**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ted Husted	Principal		10/20/15
Mary Doran	Assistant Principal		10/20/15
Aracelis Lopez	Parent Coordinator		10/20/15
Joanny Garcia	ENL/Bilingual Teacher		10/20/15
Yokayra Fernandez	Parent		10/20/15
Estella Torres	Teacher/Subject Area		10/20/15
Jennifer Liriano	Teacher/Subject Area		10/20/15
Paola Moore Pagano	Coach		10/20/15
	Coach		
Francesca Grosso	School Counselor		10/20/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Jaclyn Stahl	Other <u>Sp. Ed. Health Coord</u>		10/20/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10X085 **School Name: Great Expectation School**
Superintendent: Melodie Mashel

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.

- a. The language access coordinator/Parent Coordinator acts as a liaison with parents/guardians to determine what the translation needs are and communicates those needs to the administration and other personnel of the school.
- b. The home language survey done at registration provides us with information about the home language of the parents/guardians of our students.
- c. At registration, and in the emergency contact "blue card", the parents identify the language they prefer to receive information in verbal or written forms.
- d. Parents on the SLT provide additional insight as to the language needs of our community.
- e. Parent Association provides us with information about the language needs of parents.
- f. Translation devices are provided during PTA meetings, conferences, and principal's meetings.

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.

Most parents prefer Spanish for written and oral communication. Letters are sent home in both English and Spanish. The other languages spoken by parents in our school are Bengali, French, Twi, Fulani, Soninke, Niger-Congo, Bengali, Chinese, Akan and Malinke. We have staff available for French translation as well.

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.)

- a. All memos and letters that are sent to parents are in English and in Spanish.
- b. Availability of translation to other languages are posted in the school and sent home periodically throughout the year (it is also in the parent handbook).
- c. The parent handbook is written in English and in Spanish and an appendix of it includes information on how to obtain translation and interpretation services and how to access translated versions of many documents.
- c. In-house staff as well as parent volunteers also provide translation support as needed.
- d. Our staff is also aware that they can access translated versions of many commonly used documents on the intranet page.
- e. Members of the school community are informed that they can access translated information from the DOE public website

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

The formal face to face meetings at our school are held during parent teacher conferences three times a year. (November, March and May)
In addition, every Tuesday there is time allotted to meet with parents during our parent engagement period. We also hold the People's Circle every first Tuesday of the month. We also provide parent workshops in different content areas in English and Spanish and Family Nights for arts and craft and curriculum. Our attendance teacher, parent coordinator and school social worker are all bilingual and communicate and translate for parents as needed.

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.

Most documents are already translated into Spanish and are readily available. If we require any documents to be translated in French we will ask a staff member to do so in a timely fashion. Any other language need would be submitted to the Translation & Interpretation Unit for translation. As of now, we have not needed an outside vendor for translation other than for testing.

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.

- a. Oral translation/interpretation is offered at meetings by bilingual parents (e.g. parent coordinator, parent volunteers), bilingual staff, bilingual paraprofessionals and school aides.
- b. Simultaneous translation equipment is used to support larger groups of parents needing translation during meetings.
- c. During conferences, we have a bilingual out-of-classroom teachers, paraprofessionals, school-aides available on each floor to assist in translation if needed.

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.)

During staff orientation and PDs, staff members are informed of the availability of translation services provided in other languages by the hotline for documents or meetings with parents.

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

- a. Within the first 30 days of a student enrollment, we determine the primary language spoken by the families/guardians of our students and provide translation and interpretation services to all of the families/guardians who require language translations that would allow

them to communicate with the school effectively.

- b. We maintain that information in ATS and on the students' emergency information card and cumulative records.
- c. We provide translation services as outlined above, and if requested, a relative or any other adult may serve as the translator if requested by the parent/guardian.
- d. We follow the regulations outlined in the Chancellor's Regulations A-663

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)

During parent workshops, we provide parents the opportunity to give feedback and suggestions. In addition, during People's circle and PTA meetings, parents complete parent evaluations and surveys in order for us to be aware of their needs and their children's needs.