



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	11X089
School Name:	P.S. 089 BRONX
Principal:	RALPH MARTINEZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 89-The Williamsbridge School School Number (DBN): 11X089
Grades Served: Pre-k - 8
School Address: 980 Mace Avenue Bronx, NY 10469
Phone Number: 718 653-0835 Fax: 718 231-2863
School Contact Person: _____ Email Address: @schools.nyc.gov
Principal: Ralph Martinez
UFT Chapter Leader: Dorieda Cela
Parents' Association President: Annette Alvarado
SLT Chairperson: Dara Ohle
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Genesia Baker
Student Representative(s): _____

District Information

District: 11 Superintendent: Meisha Ross Porter
Superintendent's Office Address: 2750 Throop Avenue Bronx, NY
Superintendent's Email Address: Mross@schools.nyc.gov
Phone Number: 718 519-2620 Fax: 718 517-2626

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ralph Martinez	*Principal or Designee	
Doreida Cela	*UFT Chapter Leader or Designee	
Annette Alvarado	*PA/PTA President or Designated Co-President	
Val Rizzo	DC 37 Representative (staff), if applicable	
Genisa Baker	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tanikya Feemster	Member/ Parent	
Eva Ortiz	Member/ Parent	
Carrie Meacham	Member/ Parent	
	Member/ UFT	
	Member/ UFT	
Dara Ohle	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela Poulimas	Member/	
Maria Finelli	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

P.S. 89 ~ The Williamsbridge School is located in Pelham Parkway in the Northeast section of the Bronx adjacent to the Pelham Parkway Housing Complex. With a diverse population of over 1483, the school services students in grades Pre-K – 8. The school population comprises of 53% Hispanic, 23% Black, 17% white, 6% Asian, and 1% Native American.

P.S./M.S. 89's Shared Vision:

Our school community believes in creating a 21st Century student-centered classroom where students can thrive. We strive to build a strong foundation that will allow our students to participate in a risk-free environment and apply their real-world experiences to achieve their greatest academic potential. We will monitor our students' progress towards high expectations and adjust our instruction accordingly. Along with all constituencies, we will continue to strive to build upon our students' strengths and enable them to develop their self-esteem, curiosity and a love of learning.

P.S. 89's Instructional Focus for the 2015 - 2016 school year:

Our school will cultivate a student-centered learning environment through questioning and discussion techniques that enhance student engagement, support collaboration, and empower students to take ownership of learning.

Every partnership and collaboration the school has engaged in was initiated with the idea of developing skills that will move our students towards college and career readiness in the 21st Century. Some of our partnerships include:

1. **iZONE** : At P.S./M.S. 89 we strongly believe that in order to ensure that students are prepared for college and careers students must be engaged within a personalized learning environment utilizing 21st Century technology. As a result, we were selected to become an iZone school. As an iZone school, M.S. 89 has transformed from a school housing one computer lab with 30 desktop computers to one supplying over 1400 students in grades Pre-K – 8 with access to laptops. Through a blended learning approach, students receive teacher directed instruction as well as personalized, self-paced instruction. Think Central, Edmodo, Google Drive and Buzz Math are programs, we currently use, providing personalized assessment and instruction. Buzz Math is a program/APP created through the GAP Challenge and P.S. 89. This allows students on all academic levels to take responsibility and ownership for their learning.

2. **Big Picture** : Over a four-year period the middle school was redesigned to meet the needs and interests of students. Three small academies were formed to ensure that staff was able to target the needs of individual students. In collaboration with **Big Picture** , the year-old, Big Picture Academy was designed with the idea of educating one student at a time within a community of learners. The Academy began with one six-grade class and has expanded to grades 4, 6, 7, and 8.

3. Learning Partners Program- The Learning Partners Program spans across all five boroughs and develops and promotes interschool collaborative learning between sets of host schools and partner schools. These partnerships will strengthen all schools involved and produce strong practices to share system-wide.

4. Dream Program- The DREAM program was introduced by the Office of Equity and Access through the Department of Education. The program has a competitive selection process in which the students must meet the following criteria:

be a current NYC resident
a current 6th grade student

have a minimum scale score of 306 on the 2014 grade 5 NYS math exams

have had a minimum attendance rate of 90% during grade 5. If selected, the student will enter a 22-month extracurricular program of rigorous coursework designed to assist eligible NYC public school students in preparing for the Specialized High Schools Admissions Test (SHSAT). DREAM - SHSI coursework emphasizes verbal and math skills, problem-solving, critical analysis, time management, and test-taking strategies specific to the SHSAT

5. Education Through Music: Through this collaboration, students in Pre-K-8 develop basic music skills. Students perform twice a year while developing self-esteem and an appreciation for music as an art form. The collaboration helps the school sustain the music program beyond the partnership.

6. ELLA- English Language Literacy Through the Arts : A grant from CEI-PEA has provided us with an opportunity to once again collaborate with the Center for Arts Education. Open to ELL students in grades K – 5, the program integrates literacy with visual arts and mime. Teaching artists work with ELL teachers to bring literacy to life for students learning English. The program runs on Saturdays from 9:00 a.m. – 12:00 p.m.

7. Einstein Student Organizations Partnerships

P.S. 89 Garden: In partnership with the BODY organization (Bronx, Obesity, Diabetes and You- Albert Einstein Hospital), our school garden has been created. Planting began in Spring 2015 and will continue this year in the Spring of 2016 with grades 2 and 6. Medical students from Einstein will continue to work collaboratively with the school in the development of the GROW NYC Grant to ensure that we can continue to maintain the garden. In the Fall of 2015 we will have an event celebrating the success of the garden. Art students will place a mosaic on the garden as well as insect homes that were made in the summer.

Project Start: Medical student organization has student volunteers come in once a week and work with 2 classes on grade K, 1 & 2. They lead the children in hands-on science exploratory activities. The medical students consult with teachers to ensure that they are aligned with the science scope and sequence.

Einstein Enrichment Program at P.S. 89: In partnership with Einstein College of Medicine we are piloting a program that is designed to prepare our high performing students in middle school for entry into specialized high schools. In addition, this program will expose our students to careers in the medical field through seminars with professionals in the medical field as well as visits to Albert Einstein College of Medicine.

8. Reading Rescue - Individualized tutoring program for Grade 1 students as an academic intervention program.

In terms of the school's strengths, P.S. 89 exhibits a culture for Learning that communicates high expectations to staff, students, and families. According to the 2014-2015 Quality Review, PS 89 made the most progress in creating a supportive environment where the culture for learning communicates high expectations to staff students and families and provides supports to achieves those expectations.

Our area of focus for the 2015-2016 school year is rigorous instruction. According to last year's Quality Review, the school emphasizes rigours habits and higher order skills across the grades and subjects, however, we need to continue to refine planning to include the content areas of social studies and science. There is greater coherence in the subject areas of

Math and ELA. The school needs to continue to make curricular adjustment to ensure that students are being afforded the opportunity to be challenged and engaged in higher order thinking tasks and activities. Teacher teams will continue to work strategically to ensure that planning and preparation for students include strategically analyzing data to understand the varied needs of their students. Planning specific scaffolds for students to be able to meet desired outcomes and explicitly planning for questioning while implementing discussion techniques using discussion protocols that will enable students to engage in rigorous discussion that will help them to dissect and internalize the rigorous tasks they are completing.

Our Teacher Teams and Professional Learning Communities are strong and continue to grow. A continued effort to ensure Teacher teams meet a minimum of two times a week with several teams meeting unofficially during prep/lunch periods and after school.

- Common planning time, built into each teacher's schedule, affords teams opportunities to:
- Create, or adjust pacing calendars
- Analyze the curriculum to make instructional adjustments considering special populations
- Plan lessons
- Develop knowledge of content and resources
- Analyze data for the purpose of differentiation
- Creating rigorous task
- Analyze tasks and define gaps across the grade
- Monitor progress through the use of formative assessments (checklists, observations, conferring notes)
- Sharing best practices and resources for instruction

The NYC DOE K-8 School Quality Snapshot indicates that our lowest performing students showed the greatest academic improvement on the 2014 State math test in a pre-post comparison of scores in 2013 and 2014. In terms of closing the achievement gap, English Language Learners, Students with Special Needs and our lowest performing students demonstrated the greatest improvement in math as compared to other students who scored at the same level in 2013. A comprehensive analysis of 2015 NYS exams in ELA and mathematics is pending.

One of our greatest accomplishments was the expansion of the Big Picture Academy. Focusing directly on the individual student, it is the Academy's belief that:

- a. Learning must be based on each student's interests and needs
- b. Curriculum must be relevant and allow students to do real work in the real world
- c. Students' growth is measured by the quality of their work and how it changes them.

Teachers in the Big Picture Academy were rated highly effective due in part to student achievement on State and Local measures.

Danielson-aligned teaching strategies and the provision of multiple entry points engage students in appropriately challenging tasks. Teachers school-wide implement the reciprocal reading strategy. Within this process students read texts on the same topic. Complexity levels of the texts vary to engage each student at his or her reading level. After the reading, students assume discussion roles such as predictor, clarifier, questioner and summarizer and engage in a collaborative discussion, with each student focusing on his or her specific roles. Socratic seminar discussions were observed in middle school ELA classes. As students discussed essential questions and focal topics, they are held accountable to providing text-based evidence.

During the past school year, our school focused on implementing new CCLS aligned ELA and math curricula across grades K-8. Teacher teams worked diligently to make adjustments to the new curricula to ensure that all students,

including ELLs and SWDs had access to the new, rigorous material. Arts, technology and science teachers worked with grade teams to ensure that they included topics and strategies introduced in ELA or math. Teams utilized a protocol to make adjustments to units and lesson plans based on information garnered from pre-unit assessments, formative assessments, and summative assessment tools. Units and lessons were adjusted based on grade and class assessment data.

As stated in the 2014-2015 Quality Review report, while curricula and academic tasks using student work and data, facilitate curricula access and cognitive engagement for a diversity of learners, including ELLs and students with disabilities. Teacher share on-going curricular and instructional revisions through Google drive.

11X089 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1478	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
				19
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	11	# Drama
				9
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.5%	% Attendance Rate	92.2%	
% Free Lunch	66.9%	% Reduced Lunch	0.9%	
% Limited English Proficient	17.9%	% Students with Disabilities	20.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	24.6%	
% Hispanic or Latino	50.6%	% Asian or Native Hawaiian/Pacific Islander	6.9%	
% White	16.8%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	4.62	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.4%	Mathematics Performance at levels 3 & 4	17.1%	
Science Performance at levels 3 & 4 (4th Grade)	47.6%	Science Performance at levels 3 & 4 (8th Grade)	44.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	93.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	H
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In terms of the Capacity Framework (Rigorous Instruction)/Tenet 3, P.S. 89 has done the following effectively:</p> <ul style="list-style-type: none"> Teachers are supported through professional development structures, such as in house coaching sessions and inter-visitations within the school and to other schools Curricular and academic tasks emphasize rigorous habits and higher-order skills across grades and subjects within the comprehensive curricular planning in English Language Arts (ELA) and Math. Use and adjust CCLS aligned curricula in ELA and Math content areas Unit/lesson plans developed by teachers contain adjustment/modifications for ELLs and SWDs Grade Teams utilize common assessments to ascertain information about students’ strengths and challenge areas. Teacher Teams meet weekly to plan curriculum, share teaching strategies, and analyze data The Vertical Team meets monthly to ensure collaboration across grade levels and departments (The Arts, Social Studies, and Science) <p>The 2014 - 2015 Quality Review Report findings indicate that school leaders' well-communicated high expectations for the level and quality of teacher, professionalism, instruction, communication and other criteria related to the Danielson Framework for Teaching, are matched by effective teacher training opportunities. School leaders and teachers engage in meaningful partnerships with families to support students' progress toward college and career readiness. The impact indicates that teachers are supported in meeting school leaders' high expectations through many professional</p>		

development opportunities, which demonstrates a culture of mutual accountability. Families feel well-supported by the school and are able to effectively support student progress toward college and career readiness.

3.2 DTSDE Findings:

School leaders ensure that teacher meetings to align curricula to the Common Core Learning Standards (CCLS) occur regularly. Time is provided for grade and vertical teams of teachers to meet in order to collaboratively develop and discuss curricula.

3.3 DTSDE Findings:

The school's focus on the alignment of instructional planning with the CCLS and the development of instruction designed to address the needs of students, unit plans and lesson plans provide students with curricula that support the CCLS and introduce complex materials to stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

3.4 DTSDE Findings:

Teachers have opportunities to collaborate on teaching and learning. Weekly team meetings and vertical team meetings are held to discuss teaching techniques, effective strategies, and tools that can be used to enable students to have access to robust curriculum. As a result of this collaboration, students have access to curricula that incorporates the arts, technology, and other enrichment opportunities.

Areas for Improvement

- School leaders and teachers have begun to connect a system of comprehensive data using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking and ownership of learning. Moving forward students will assume responsibility for tracking their progress and learning.
- Results on the 2015 ELA State Assessment indicate 16.06% of all students tested scored Level 3 and only 1.94% of all students tested scoring Level 4. In terms of our ELLs, 4.22% scored at Level 3 and 0.60% scoring at Level 4. In terms of Students With Disabilities, 3.43% achieved Level 3 and 0.0% achieved Level 4.
- Results on the 2015 Math State Assessment indicate 11.40% of students tested scored Level 3 and only 4.04% of students scored at level 4. In terms of our ELLs, 5.08% scored at Level 3 and 1% scored at Level 4. In terms of Students With Disabilities, 4.06% achieved Level 3 and 1% achieved Level 4.

3.5 DTSDE Findings:

The school has developed a data-oriented culture; however, the school leaders have not connected comprehensive data analysis to strategic action planning in order to improve student achievement. Although the school collects data from multiple sources, school-wide progress monitoring of data and the lack of evaluation progress toward SCEP goals limit the leaders' ability to evaluate school performance and student achievement as they relate to SCEP goals. This situation also impedes data-driven strategic action-planning.

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Part 2 – Annual Goal

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

By June 2016, a comprehensive system of data analysis will be utilized to create a systemic progress monitoring system to evaluate school performance and student achievement. This system will allow for strategic planning to ensure that instruction for students is customized and motivating. High standards in classrooms will cultivate a student-centered learning environment that will develop students' critical thinking skills through the use of questioning and discussion techniques. This will result in students assuming responsibility for tracking their own progress and improved student achievement. Students meeting promotional criteria on NYS ELA and Math assessments will increase by 5 percentage points as measured by results from Spring 2015 and Spring 2016. At least 55% of students will meet promotional criteria on the NYS ELA Exam and at least 58% of students will meet promotional criteria in Math.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The data specialist will provide the administrators and coaches with training on data analysis and lead analysis meetings.</p>	<p>Administrators, Coaches</p>	<p>Sept. 2014 - June 2015</p>	<p>Data Specialist, Principal</p>
<p>The instructional cabinet, consisting of the data specialist, administrators, and coaches, will develop a comprehensive system of analyzing school data to make instructional adjustments and monitor student progress in all academic areas to improve student achievement. The</p>	<p>Administrators, Coaches, Data Specialist</p>	<p>Sept. 2015 – June 2016</p>	<p>Data Specialist, Principal</p>

team will analyze data and determine trends across grades and disciplines.			
Facilitate professional learning opportunities for grade level teacher teams on interpreting data and utilizing data to make instructional adjustments and customize instruction for students in all academic areas to improve student achievement.	Teachers	Sept. 2015 – June 2016	Administrators, Coaches, Data Specialist
Facilitate professional learning opportunities for the vertical teacher team on interpreting data to determine trends across the grades and disciplines to develop strategic action plans in all academic areas to improve student achievement.	Teachers	Sept. 2015 – June 2016	Administrators, Coaches, Data Specialist
The instructional cabinet, consisting of the data specialist, administrators, and coaches, will facilitate professional learning opportunities for teachers on utilizing questioning and discussion techniques to promote higher order thinking and empower students to take ownership of their learning.	Teachers	Sept. 2015 – June 2016	Administrators, Coaches, Data Specialist
Teachers will provide students with opportunities to engage in activities to promote student reflection on learning and progress.	Students	Sept. 2015 – June 2016	Teachers Coaches
Teacher teams will utilize protocols to gather information about student learning and inform revision of instructional units, including lessons and tasks.	Teachers	Sept. 2015 – June 2016	Administrators, Coaches, Data Specialist
Teacher teams will host monthly workshops to provide families with strategies and activities to	Parents	Sept. 2015 – June 2016	Teacher Teams, Parents

support students in CCLS curricula.			
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Part 4 – Budget and Resource Alignment

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

Human Resources: CEI-PEA Consultants, Data Specialist, Coaches

Instructional Resources: School-wide data

Schedule Adjustment: Common planning time for grades teams and vertical team

Per Session: Data Specialist, Instructional Cabinet, Grade Level Teacher Teams, Vertical Team

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

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

Part 5 – Progress Monitoring

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

By mid-Winter 2016, round-two assessments will have been administered. The Data Team will analyze results to determine student growth towards the 5% increase in student progress school-wide.

January Benchmarks:

- Mid-Year ELA MOSL (School Created) Grades K - 2
- NYC CCLS aligned ELA Benchmark Grades 3 - 8
- NYC CCLS aligned Math Benchmark Grades 6 - 8
- Go Math Mid Year Assessment Grades K - 5
- Go Math Prerequisite Skills Grades K - 5

February

- Mid-Year Social Studies MOSL (School Created) Grades 7 & 8
- Mid-Year Science Benchmark (School Created) Grades 4 & 8
- Mid-Year Fountas and Pinnell Assessments

March

- NYC CCLS aligned Math Assessment Grades 3 - 5
- School-Created CCLS aligned Math Assessment Grades K - 2

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
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.	€
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.	€
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.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In terms of the Capacity Framework (Supportive Environment)/Tenet 5, P.S. 89 has:</p> <ul style="list-style-type: none"> Implemented programs to promote social and emotional developmental health, including advisory, peer mediation, behavior improvement plans, student reward programs and community partnerships. Implemented capacity building in teachers includes training through RISC on supporting social and emotional development health, and the implementation of a peer mediation process. Re-programmed the school to schedule targeted instruction. 		
<p>5.3 Areas for Improvement</p> <ul style="list-style-type: none"> To address students’ social and emotional developmental health needs, school-wide and maximize academic and social success the school must adopt a comprehensive, data-driven system for the promotion of a safe and healthy educational environment for all students. Based on the a data analysis of the OORS management system, we currently show that 52.94% of our infractions fall into the level 3 & 4 category. 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015 – 2016 school year, P.S. 89 will fully implement a positive behavior program (PBIS) with social emotional counseling utilizing Guidance Counselors, SAPIS workers, Crisis Intervention teachers, school psychologists and social workers that will result in a 10% reduction in the number of level 3 and 4 infractions as evidenced in the OORS management system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school will utilize data to implement and evaluate a school-wide PBIS program to address the social and</p>	<p>Students</p>	<p>Sept. 2015 – June 2016</p>	<p>Guidance counselors, Teachers Administrators, Deans</p>

emotional developmental health needs of students and maximize academic and social success.			
Students will participate in a school-wide anti-bullying initiative. Guidance counselors will introduce the program in assemblies and class workshops. Students will sign an anti-bullying pledge.	Students	Sept. 2015 – June 2016	Guidance counselors Teachers
School guidance counselors will utilize data from OORS and anecdotal records from classroom teachers, and ILog (ATS) to select classes and small groups of students to present workshops and activities on social emotional learning. Workshop themes will include: managing emotions, self-awareness, responsible decision making, forming positive relationships, showing understanding and empathy.	At-risk students, classes	Sept. 2015 – June 2016	Guidance Counselors
The guidance counselors will work with the Crisis Intervention Team and the Parent Coordinator to provide workshops on Bullying Awareness, PBIS along with monthly PBIS Parent Newsletters, Parenting Skills, Staying Connected with your Adolescent, Responding to your Child in Crisis and Effective Discipline Strategies.	Families of Students	Sept. 2015 – June 2016	Guidance Counselors
During Respect For All Week, guidance counselors, school psychologists, social workers and the crisis intervention teachers will provide school-wide lessons on Diversity, Bias-Based Harassment and Intimidation and Bullying.	Students	Sept. 2015 – June 2016	Guidance counselors, Teachers Administrators, Deans, Crisis Team

Our school has a zero tolerance policy. Families and students will be provided with Respect for All informational packets.			
By the end of January 2016, the PBIS team will analyze data from OORS and our own in-house Crisis Intervention Referral Forms to determine which students are in need of more intense behavioral interventions. These students will be considered Tier II students within PBIS and will be assigned a PBIS Coach to meet with daily to set and discuss weekly behavioral goals. These students will also utilize a behavior tracking chart in which teacher will rate their behavior for each period. The chart will be sent home daily and parents will be encouraged to discuss their child's rating and sign the sheet. Every sheet should be returned to the PBIS coach the following day.	Tier 2 Students	Sept. 2015 – June 2016	Guidance counselors, Teachers Administrators, Deans, Crisis Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Student recognition incentives • Per Session- Afterschool Clubs • PBIS Program 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By the end of January 2016, the PBIS team, led by the school safety coordinator will analyze data from OORS to compare data from September 2014 through January 2015 to the data from September 2015 through January 2016 to determine the percent decrease of level 3 and 4 infractions.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>NYS ELA Assessment Data 2015: Results on the 2015 ELA State Assessment indicate that while students have made progress, 16.06% of all students tested scored Level 3, with only 1.94% of all students tested scoring Level 4. In terms of our ELLs, 4.22% scored at Level 3 with 0.60% scoring at Level 4. Students with Disabilities fared the worst with 3.43% achieving Level 3 and 0% scoring Level 4.</p>		
<p>NYS Math Assessment Data 2015: Results on the 2015 Math State Assessment indicate that while students have made progress, 11.4% of all students tested scored Level 3, with only 4% of all students tested scoring Level 4. In terms of our ELLs, 5.08% scored at Level 3 with only 1% scoring at Level 4. Students with Disabilities fared the worst with 4.06%</p>		
<p>In terms of the Capacity Framework – Collaborative Teachers/Tenet 4, school strengths in this area include,</p> <ul style="list-style-type: none"> Common planning periods are embedded within teacher programs so teams have a regular opportunity to develop CCLS aligned units and lesson plans. During planning sessions teachers utilize assessment data to identify students needs, develop instructional goals, and share instructional strategies to address the goals and needs identified. Teachers and students have collaboratively developed a shared vision for classrooms. The school utilizes Google Drive, a cloud based platform, for gathering data and sharing electronic documents. This in turn is used for adjustment of curriculum and instructional practice. 		

Areas for Improvement:

- Instructional plans should always be differentiated in a manner that allows for more student opportunity to engage with the material.
- Teachers must be able to collaboratively adjust and modify curriculum in order to meet the needs of
- Teachers must implement flexible grouping based on criteria that has been strategically selected through the analysis of student data. [Preliminary ELA scores for the 2014 -15 school year indicates that over 30% if all students in grades 3-8 are not meeting state standards in English Language Arts.]
- Teachers must correlate learning activities that are scaffolded to meet the student needs through multiple entry points as well as incorporate active student discussions and high levels of questioning that promote student thinking

DTSDE Findings

4.2: While visiting classrooms, the IIT noted limited use use of Higher order questions as well as low student engagement. While students were in groups, the group were based solely on reading levels. Activities and tasks were not differentiated or scaffolded to provide multiple entry points to meet student needs. The Implementation of instructional plans does not always include differentiation, therefore students do not consistently have opportunities to experience instruction that promotes high levels of student engagement and inquiry.

4.3: Despite the fact that teacher teams have developed units of study and lesson plans, during classroom visits teachers did not fully implement plans as designed. Although plans indicated that students would be engaged in a variety of activities the IIT found that students were often engaged in the same activity. Although students were physically grouped, they often worked independently within their group. There was no differentiation of assignments. The CCLS aligned lessons and daily instruction does not include the implementation of differentiated instruction, or ensue multiple entry points for all students.

4.4 Each classroom developed a shared vision and Code of Collaboration that includes student voice on behavioral expectations. However a review of the OORS system indicated that between September 2012 and February 2013, 113 behavioral incidents were reported. The majority of the incidents took place in classrooms despite the creation of Code of Collaboration. During classroom visits the IIT found that students called out answers in many classrooms. Most lesson plans reviewed included questioning strategies, however classroom visits noted missed opportunities by teachers to use questioning strategies to promote thinking and problem solving. Most questions required a one-word response. Instruction was not differentiated to support student strengths or accommodate individual needs.

4.5 The school has a variety of data sources available to teacher teams to use, develop and adjust instruction, however the school does not use data to determine trends of student progress, especially for at-risk students. Lesson plans did not include specific interventions for students based on data analysis for individual students. A review of rubrics used to evaluate student work were found to be inconsistently applied and did not include components to communicate individual feedback to students on performance, progress or next steps for improvement. A comprehensive system of data collection, analysis and monitoring is needed to address student academic needs and adjust lessons.

Part 2 – Annual Goal

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

In order to increase collaboration and foster a culture of respect and continuous improvement teachers will engage in the practice of using our instructional focus of quality questioning and enhanced student discussions. In doing so, by

June 2016 student outcomes will increase 5% in core subject testing and content area testing as measured by MOSL and state test results and classroom testing respectively.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams utilize a protocol to analyze data and make adjustments to units and lessons to meet the needs of all students. During common planning periods, teachers use formative and summative assessment data to create lessons and</p>	<p>Teacher teams</p>	<p>October 2015 – June 2016</p>	<p>Supervisors, coaches, and teachers as facilitators of the team meetings</p>

<p>activities that provide access to all students.</p>			
<p>Professional development activities including workshops, and inter-visitations will provide teachers with the tools needed to:</p> <ul style="list-style-type: none"> • Enhance questioning to promote student thinking beyond surface level questions. • Prompt student discussions in class and active student initiated questioning during discussion time • Create differentiated lessons with multiple entry points and interventions for ELLs and SWDs • Utilize data to make adjustments to lessons from Core Knowledge, Expeditionary Learning Go Math and CMP3. • Utilize formative assessments to form flexible groups based on student needs. • Develop student Learning Centers • Implement guided reading lessons to small groups as well as functional literature grouping • Develop standards based MOSL aligned rubrics across all grades and disciplines to evaluate student work. 		<p>Sept. 2015 – June 2016</p>	<p>CEI-PEA consultants, Supervisors, coaches</p>

Implement group protocols for discussions such as Reciprocal Teaching, to students across all grades			
Teachers will implement lessons as part of PBIS to reduce the number of incidents occurring in classrooms and resulting in the disruption of instruction.	Students	Sept. 2015 –June 2016	Teachers, guidance counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per session for extended-day programs • Sub teachers for inter-visitations <p>Supplies for PBIS lessons</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>*** Measure of the efficacy of teacher protocols used to analyze student data and student work products as derived from the student measures of benchmark assessments. (See below)</p> <p><u>January Benchmarks:</u></p> <p>Mid-Year ELA MOSL (School Created) Grades K-2</p> <p>NYC CCLS aligned ELA Benchmark Grades 3-8</p> <p>NYC CCLS aligned Benchmark Grades 6-8</p> <p>Go Math Mid Year Assessment Grades K-5</p> <p>Go Math Prerequisite Skills Grades K-5</p>

February

Mid-Year Social Studies MOSL (School Created) Grades 7 & 8

Mid-Year Science Benchmark (School Created) Grades 4 & 8

Mid-Year Fountas and Pinnell Assessments

March

NYC CCLS aligned Math Assessment Grades 3-5

School-Created CCLS aligned Math Assessment Grades K-2

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
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.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our strengths in this area include:</p> <ul style="list-style-type: none"> Stakeholders within the school community developed the school vision statement, and SCEP collaboratively. Teacher teams report that multiple formative and summative assessments are administered and analyzed to adjust instruction to meet the needs of all students and improve student outcomes. The school identified the use of data to plan differentiated interventions based on students' skills. Hiring decisions and staff assignments make the best use of human resources to achieve school improvement and student goals. Restructured ELL program by dividing our ELLs based on proficiency levels and scheduling the classes with experienced ELL support push-in teachers whom work in conjunction with the general education teacher to support the students with english language development. Restructured Special Ed program to reflect the school's vision of a belief in a fully inclusive environment. Administrative team meetings are designed to analyze data from schoolwide observations. 		
<p>2.5 Areas for Improvement</p> <ul style="list-style-type: none"> Feedback, on teacher observations does not include an evaluation of specific practices, or provide targeted feedback on instructional practice. While teachers participated in a variety of PD opportunities, school leaders did not follow up on post PD implementation or recommendations for next steps. 		

- School leaders must develop a system that includes tracking formal and informal observations, targeted written feedback, targeted professional development and follow-up after professional learning activities.

Part 2 – Annual Goal

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

During the 2015 -2016 school year administrators will conduct teacher observations utilizing the Danielson rubric, with targeted feedback which will result in a 5% increase of teachers moving their overall rating from Developing to Effective on the HEDI scale.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional development activities will be based on the analysis of the results of</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administrators, coaches, CEI-PEA consultants</p>

<p>informal teacher observations on the Advance system. Administrators will analyze information in Advance to make decisions regarding the needs of individual and teams of teachers.</p>			
<p>Effectiveness of professional development activities will be evaluated by administrators, utilizing targeted observations, teacher reflections, and conferring with teachers.</p> <p>Teachers will receive written feedback from formal observations (Advance) and snapshots (Walkthroughs).</p>	Teachers	September 2015 – June 2016	Administrators
<p>The administrative team will develop a system to monitor student progress towards meeting individual and school goals. The system will include a calendar of school-wide assessments, as well as time to analyze the data and make curriculum adjustments based on student achievement. We will adopt the process outlined below:</p> <ul style="list-style-type: none"> • Identify and Administer Assessments (Schoolnet baseline, MOSL (Writing Baseline), Go Math baseline, Fountas & Pinnell, running records- September 2015: • Assemble Team (s) to analyze data – September 2015 • Use Information Garnered to Inform Instruction – October 2015 – January 2016 	Administrative team	September 2015 – June 2016	CEI-PEA consultants Data Specialist

<ul style="list-style-type: none"> Develop Formative Assessment Tools (Assess standards taught)- October 2015 – January 2016 Re-test in January and March 2016 and repeat process 			
Administrators and coaches will align cycles of support beginning with observation, feedback, co-planning, co-teaching, debriefing, non-evaluative observations, feedback, and next steps for a gradual release of support.	Administrators, Coaches	September 2015 – June 2016	Administrators, coaches, CEI-PEA consultants

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session- Grade teams analyze data from formative assessment and make curriculum adjustments.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the beginning of February 2016 administrators will use the Advance system data and teacher observations to determine progress towards increasing the number of teachers moving from Developing to Effective.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In the area of Strong Family-Community Ties, the school’s strengths lie in the following areas:</p> <ul style="list-style-type: none"> The atmosphere in the school is welcoming, and encourages families to engage with school leaders and teachers to increase student success. The school promotes an open door policy which families find welcoming. 97% of all parents completing the NYC School Survey gave positive responses on the category Strong-Family- Community Ties compare to the Citywide responses of 85%. Through Learning Leaders parents are trained and have opportunities to volunteer in the school. The school offers ESL classes to parents and other members of the community. <p>6.5 Areas for Improvement</p> <ul style="list-style-type: none"> Our school offers data to families in multiple formats and the PTA provides learning opportunities to parents/guardians, however all communication is conducted in English and not accessible to the large number of families who speak languages other than English. The school must share data in multiple languages so families have a clear understanding of student learning needs and success. 		

♣ While the PTA monthly meetings and workshops provide families with information on various topics, non-English speakers do not have an opportunity to take full advantage of the information shared. Meetings should include translators to accommodate our families and ensure that they are empowered to advocate for their children.

Part 2 – Annual Goal

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

By June 2016, in order to increase dialogue between parents, students and school constituents we will implement strategic and targeted monthly professional development sessions focused on maximizing student learning and success as measured by our improvement plan.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All forms of communication sent home will be translated into multiple languages to accommodate and engage our diverse population.</p>	<p>Families</p>	<p>Sept. 2015 - 2016</p>	<p>Multilingual staff (teachers, Para-professionals, Pupil Accounting Secretary)</p> <p>Bilingual Parents</p>
<p>Translators (Spanish, Albanian, Arabic) will be available for families during parent- teacher conferences, PTA meetings and workshops to inform parents of Federal, State and City Standards and assessments.</p>	<p>Families</p>	<p>Sept. 2015 - 2016</p>	<p>Multilingual staff (teachers, para-professionals, Pupil Accounting Secretary)</p> <p>Bilingual Parents</p>

Staff will participate in workshops designed to help us develop and maintain partnerships with families and the community to increase communication and cultural competency.	All staff	Sept. 2015 - 2016	Borough Field Support Center, Community Based Organizations, Montefiore: Doctors for a Healthier Bronx
To accommodate the community, workshops will be available multiple times to create a nurturing and welcoming environment that will address families' needs.	Parents/Guardians	Sept. 2015 - 2016	Administrators, PTA Executive Board, Parent Coordinator and Translator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • DOE Translator for written communication • Per Session for in-house translators • Supplies for multilingual workshops 											
Pre-post attendance data for workshops and PTA meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the end of January, the data team will analyze attendance data from the previous school year (Sept. 2014– Jan. 2016) and this year to determine if there has been an increase in the number of families participating.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Classroom observations, State ELA Assessments, if applicable, parent referral	targeted small group instruction guided instruction reciprocal teaching	Small group (5) One to one conferencing Mainstreaming Advisories	During school hours and after school Saturday Academy
Mathematics	Classroom observations, State Math Assessments, if applicable, parent referral	ST Math, Buzz Math and Braining (Online Program) Reciprocal Teaching targeted small group instruction guided instruction	Small group (5) One to one conferencing Mainstreaming Advisories	During school hours and after school Saturday Academy
Science	Classroom observations, Science State Exam, if applicable State ELA Assessments	targeted small group instruction guided instruction reciprocal teaching	Small group (5) One to one conferencing	During school hours and after school Project-based learning
Social Studies	Classroom observations,	targeted small group instruction guided instruction	Small group (5) One to one conferencing	During school hours and after school

	Common Assessments State ELA Assessments	reciprocal teaching		Project-based learning
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance Records (ATS) OORS reports Common Assessments Referral from Crisis Intervention Team Parental input Student Portfolios	Small group guidance Whole class intervention w/ guidance team School-wide PBIS	One on one conferencing Anti-bullying Initiative	Pull-out, push-in sessions

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administrators work with the Department of Human Resources to ensure that all teachers are highly qualified. Partnerships are formed with local colleges to identify new staff and administrators attend hiring fairs sponsored by the DOE.
The following outlines the strategies used by staff in support of hiring and retaining highly qualified teachers:
<ul style="list-style-type: none"> • Hiring Committee is established, including administrators, teachers and coaches • The hiring committee develops questions and scenarios specific to the position open • Once a new teacher is hired a mentor is assigned to support the teacher • New hires are invited to join professional development sessions on a bi- basis weekly New Teacher Meetings led by Instructional Coaches • Teachers are assigned to teacher teams to collaborate with colleagues • Supervisors provide inter-visitation schedules for new teachers to seek best practices • Internal and external professional development opportunities are offered to staff including a Summer Institute • Tenure preparation sessions with the Principal are offered

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
The strategies and activities listed below have been put in place to ensure that staff receives high quality professional development to improve instruction, thus enabling our students to meet the Common Core Learning Standards:
<ul style="list-style-type: none"> • Supervisors conduct observations and provide ongoing feedback aligned with the Danielson Rubric

- Supervisors in collaboration with teachers develop individual professional development plans for teachers
- Supervisory staff meet individually with teachers during Initial Planning Conference to review student data and develop plans for improving both instruction and student achievement. Check-in will occur mid-year(February) and hold End-of-the-Year Summative meetings to see if teachers successfully implemented their action plans/goals.
- Teacher teams are scheduled for common planning periods to design and adjust curriculum in alignment with CCLS.
- In-house and Borough Field Support Center professional development activities are scheduled year-round to support teachers and para-professionals
- Inter-visitations are scheduled so teachers can observe best practices within the school and at other schools.
- School staff members are trained in the Reading Rescue Program to accelerate the reading levels of targeted first grade students
- Teacher teams adjust units and lessons on an ongoing basis to meet the needs of ELLs and SWDs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Pre-K teachers work collaboratively with kindergarten teachers throughout the year. Weekly Primary Team (Pre-K – 1) professional development activities permit teachers to be trained together while having opportunities to discuss curriculum and student needs. Pre-K teachers are scheduled for inter-visitations in kindergarten classrooms so they have an opportunity to prepare their students for the transition to kindergarten.

Monthly parent workshops focus on skills students will need upon entering kindergarten. These hands-on workshops provide parents with CCLS aligned activities they can make/do at home to strengthen foundational skills.

The pre-k social worker, assigned to the school weekly, provides parents with information regarding academic and social expectations for kindergarten.

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.

Teacher teams work collaboratively to develop formative and summative assessment instruments. Teachers on the MOSL Team determine appropriate school-wide measures. All staff members have received professional development on norming, utilizing data from assessments to drive instruction and group students.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,055,185		
Title I School Improvement 1003(a)	Federal	16,979		
Title I Priority and Focus School Improvement Funds	Federal	\$262,201	X	12, 21, 16
Title II, Part A	Federal	0	X	18, 19
Title III, Part A	Federal	35,560.00	X	12, 21
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,916,795	X	12, 21,16

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds

used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

P. S. 89 – The Williamsbridge School

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 89, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 89 will support parents and families of Title I students by:

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

P.S. 89's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. The school will maintain this information.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator, Michelle Gallo, or a dedicated staff person 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. Ms. Gallo 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. The following workshops and activities will be facilitated by the Parent Coordinator, PTA and school staff:

i. PTA Meetings – Monthly

ii. Technology- ARIS- Jupiter Grades – November/December 2014

The following parent workshops will be facilitated by the Leadership Program throughout the year:

- Successful Communication – Family Talk
- Coping With Change
- Responding to Challenging Behaviors

- Keeping it Cool – Managing Conflict and Anger
- High School/College Search
- SMART Goal Setting – Prioritizing and Organizing Life
- Time Track – Techniques for Managing Time at Home & Work
- Common Cents – Financial Management
- Safe Streets Drug/Gang Awareness
- Empowerment and Motivation
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 20th of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

P.S. 89 ~ The

School-Parent Compact

P.S. 89 – The Williamsbridge School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 20th 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.

2. efficiently;

3. respecting cultural, racial and ethnic differences;
4. implementing a curriculum aligned to the Common Core State Learning Standards;
5. offering high quality instruction in all content areas;
6. 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:

7. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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 89 Bronx</u>	DBN: <u>11X 0 89</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>200</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>8</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>6</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: PS 89 has a diverse ELL population. We service 303 (20% of the student population) ELL students with various levels of language and academic needs. We have provided English as a Second Language instruction to provide scaffold instruction. However, we have intermediate and advanced ELLs who are still not meeting AYP as a subgroup. Our long term ELLs are not meeting AYP. The data shows that the students are not mastery the grade appropriate CCLS. It also shows that the ELL students that made progress in English Language Acquisition was 54.70%, however, the other 17% needs to make progress. Only 10 students attained proficiency on the NYSESLAT making it 11% that need to pass the test. The AMAO 2 states that we need to increase 11% in order to become proficient in the NYSESLAT and test out of ESL. Language development is a barrier that consistently impedes in their reading, comprehension and writing. Based on the AMAO 1 and 2, the goal is that by June 2015, the intermediate and advance ELLs will make progress in the English Language Acquisition to increase the performance level on the NYSESLAT and score a Level 2 on the ELA statewide exam.

- This school year, 2014-2015, we will provide an after-school program that will provide students (Intermediate and Advanced) in grades 3-8 with academic interventions in ELA and Math. The students will have direct English instruction in ELA and Math. They will attend the after school program from 2:50-4:50 PM every Wednesday and Thursday. Our after school will begin on November 5, 2014 and end in January, 2015. The number of sessions for the after school program will be 16 sessions.

They will receive one hour of ELA instruction and one hour of Math instruction. There are 15 students per grade. There are a total of 6 classes. There are 6 content area teachers and there will be a n ESL teacher pushing into each group for 20 minutes.

- This will provide the small group instruction that is needed to build on the strengths/potential of the students and provide differentiation to address the gaps. We will use ESL strategies as well as reciprocal teaching to promote their literacy skills and language development. We will be using Progress student workbooks to practice active reading strategies/skills to help the students with comprehension, Just Words, and Imagine Learning computer-based program.

- During Saturday Academy will be provide direct instruction. Saturday Academy will begin on November 8, 2014 and end March 20, 2015. The program will run for 15 sessions. We will service intermediate and advanced ELLs. Saturday Academy will be from 8:30- 12:00 PM. The ratio in each class consists of 1:15. We have 6 content area teachers providing instruction and one ESL teacher pushing in for (20) minutes in each class.

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Part C: Professional Development

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

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

Begin description here: _____ Professional Learning Plan:

- Based on the data, ELL students are not meeting AYP for the past three years. The AMAO Status Estimates for our school based on the Spring 2014 NYSESLAT states that 119 ELLs are at a risk factor of level 3 or greater and 75 are at a risk level 5 or greater. 23 ELL students scored at or below 25th growth percentile and scored at level 1 and 2 in ELA and 26 in Math. There is a pattern of the long term ELLs not becoming proficient and testing out of ESL. There are 41 students who have been serviced for 5 or 6 years and 24 long term ELLs. The probing question that comes out of this data is what best practices can we implement to meet the needs of our ELLs in the content area classrooms. We have incorporated teacher teams and the inquiry cycle during the day, however, this is not enough. Teachers are focused on covering the curriculum, pacing and meeting the mandates. There exists growing evidence that most schools are not meeting the challenge of educating these students well.

- We have decided to adapt the SIOP method to drive instruction for our ELLs. It gives the teachers the opportunity to strength ESL strategies in the classroom to close the achievement gap. The purpose of the SIOP framework is to make content and language comprehensible for English learners. The SIOP framework is a well- articulated model of instruction for planning and implementing lessons that help educators provide ELLs with access to grade level content standards, develop academic English skills and prepare students to be college and career ready. In order for teachers to buy into implementing the SIOP framework, proper professional development will be needed. The assistant principal, Darlene Teron will be providing professional development using a professional toolkit from: Making Content Comprehensible for English Learners (The SIOP Model) J. Echevarria, M. Vogt and D. Short Based on the observations and feedback, the assistant principal will provide professional development to support the teachers in implementing the SIOP model effectively.

<u>PD Topic</u>	<u>Duration</u>	<u>Faciltator/Tentative Date</u>
<u>Coaching: Showing the teachers how to refine his/ her teaching to help teachers make instructional adjustments, staying focus when planning and preparation</u>	<u>1 session for an 1.5 hour</u>	<u>AP Teron/ November 11, 2014</u>
<u>ELLs discuss what teachers do to make learning easier (Discussion protocols)</u>	<u>1 session for a 1.5 hour</u>	<u>AP Teron/November 18, 2014</u>
<u>Getting Started with SIOP</u>	<u>2 sessions for an 1.5 hour</u>	<u>AP Teron/December 2, 2014</u>
<u>How does the SIOP Model benefit content area teachers?</u>	<u>1 session for an 1.5 hour</u>	<u>AP Teron/December 9, 2014</u>
<u>How is the SIOP Model Coherent with the Common Core State Standards? using the resources and making instructional adjustments based on formative assessments</u>	<u>On-going</u>	<u>AP Teron/December 16, 2014-April 2015</u>
<u>How will developing oral language help create students that are college and career ready? On-going using the resources Just Words and the assessments to address this in the planning and preparation stage</u>	<u>On-going</u>	<u>AP Teron/January 6, 2015</u>
<u>Impact on Students</u>	<u>On-going in teacher teams and inquiry group as well as looking at data to check, monitor, and track data to make instructional adjustments</u>	<u>AP Teron/January-April</u>

Part C: Professional Development

Implementation	On-going	AP Teron/Nov-April
Revisiting and Refining the SIOP Model to fit the needs of our students		On-going
	AP Teron/Nov.-April	

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: Parent Involvement Plan:

Parent involvement is critical to the success for our ELL population . Parents will be provided with the following in an effort to increase their involvement in their children’s education and to accomplish our literacy goal(s). We will:

On-going communication regarding programs, services, and academic supports that will enhance and support their child’s skills and progress (Interpreter will be provided)

Opportunities for involvement in school-wide leadership activities such as the SLT, PTA, special projects and *events

Written, verbal and on-line progress reports that are periodically given to keep parents informed of their child’s progress in their native language

Immediate and on-going outreach and guidance support to help parents swiftly address and support the holistic needs of their children (Interpreter will be provided)

It is evident when there is a positive and convincing relationship between family engagement and benefits for children, it improves academic achievement. This relationship holds across all families regardless of their socioeconomic status, race, ethnicity, or levels of educational attainment.

When parents and school staff work together to support learning, students:

(1) Earn higher grades and test scores;

(2) Enroll in higher-level programs;

(3) Are promoted more and earn more credits;

(4) Adapt better to school and attend more regularly;

(5) Have better social skills and behavior; and

(6) Graduate and go on to higher education.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$30804

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 89
School Name The Williamsbridge 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 R. Martinez	Assistant Principal D. Teron
Coach J. Ciffone	Coach A. Katechis
ENL (English as a New Language)/Bilingual Teacher J. Garcia	School Counselor K. Nicolaos
Teacher/Subject Area C. Reilly	Parent type here
Teacher/Subject Area S. Hooks	Parent Coordinator M. Gallo
Related-Service Provider type here	Borough Field Support Center Staff Member Luis G. Quan
Superintendent Maria Lopez	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	6	Number of certified bilingual teachers not 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	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not 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]	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1483	Total number of ELLs	299	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	299	Newcomers (ELLs receiving service 0-3 years)	207	ELL Students with Disabilities	55
SIFE	14	Developing ELLs (ELLs receiving service 4-6 years)	60	Long-Term (ELLs receiving service 7 or more years)	32

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	207	9	17	60	5	19	32	0	19	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0		0	0	0	0	0	0					0
Arabic	0	0	0	0	0	0	0	0	0	0				0
Albanian	0	0	0	0	0	0	0	0	0					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: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	29	29	18	15	20	20	11	17					0
Chinese								1						0
Russian														0
Bengali	1				1									0
Urdu	1	1	2	2	2		1	2						0
Arabic	4	5	5	8	6	4	4	3	7					0
Haitian														0
French	1								1					0
Korean														0
Punjabi	1													0
Polish														0
Albanian	6	3	4	5	7	2	6	4	3					0
Other	2	1	4		1	1	2		2					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)	15	7	4	4	9	6	5	5	4					0
Emerging (Low Intermediate)	12	6	16	6	5	5	6	1	4					0
Transitioning (High Intermediate)	6	15	10	6	10	4	0	3	7					0
Expanding (Advanced)	9	15	10	14	5	8	18	14	14					0
Commanding (Proficient)	30	4	2	5	3	7	5	6	4					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	24	2			0
5	20	1			0
6	22	5			0
7	18	2			0
8	26	2			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	22		5		1				0
5	18		6						0
6	22		6		1				0
7	17		4				1		0
8	23		5						0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools we use are the Fountas and Pinnell, NYSITELL, MOSL, ELL Benchmark and Core Knowledge Language Language Art (CKLA) literacy skill strand assessment. F & P and the CKLA literacy assessments provides teacher with valuable data on students' reading comprehension, decoding, phonological awareness and levels of fluency. The NYSITELL provides data on student's level of English acquisition, MOSL determines the amount of growth each student has in writing and reading. The analysis and triangulation of these various quantitative data helps to inform the school's instructional plan and provide insights on required Tier 2 interventions, if needed. The constant monitoring of this data helps the school to reflect and revise targeted instructional intervention plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data for students who scored at an entering level on the NYSITELL in lower grades revealed a steady progress in phonological awareness and language acquisition. However, the majority of students in the lower grades who scored at an Expanding level either stayed on the same level or digressed to a transitioning or emerging level. The data for the students in the upper grade levels revealed that language learners are struggling with making meaning of texts and using literary strategies for literal analysis and evaluation. They also need further academic language exposure and idiomatic language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS89 did not meet AMAO 1 and 2 targets. Approximately 56% of language levels are making progress and 6% are achieving a commanding level on the NYSESLAT. In grades 4, we noted that only 2 students achieved advanced levels of proficiency. The rest of the ELL population remained stagnant at beginning and intermediate. A closer analysis of the AMAO data reveals that for grades K-1 we noted the least amount of progress in the modality listening. In grades 6-8, we noted a prevalence of long term ELLs with at least 5 or more warning indicators. ELLs in this particular grade band performed better in receptive skills (reading and listening) and needed additional development in their productive skills (writing and speaking)
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. In kindergarten and first grade, the expanding students are remaining stagnant or digressing to a transitioning level. In the second through fourth grade level students are remaining on the entering, emerging, and transitioning level. There are minimal expanding students. In the fifth through eight grade, students are remaining
 - b. In their vertical professional learning teams, teachers meet regularly on Mondays and some Tuesdays to analyze the ELL periodic data and note trends. This data is used to inform professional development, make curricular adjustments and provided targeted interventions to ELL subgroups.
 - c. A close analysis of the periodic assessment reveals that students are struggling with academic language. There is a need of further development in strengthening writing conventions, inferencing, and understanding idioms. However, the ELL periodic Assessment also revealed that students are making steady gains in their basic conversational language skills.
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](#).] Within the RtI framework, data is always used to drive instruction. At Tier 1, teachers use formative data to make revisions to lessons and units. At Tier 2, students who have been screened in need of targeted instruction are provided with Wilson intervention. We also use the RIGOR program and start up/build up to build foundational literacy skills. At Tier 3, specialized assessments are used to identify possible learning disabilities before recommendation to special education services.
6. How do you make sure that a student's new language development is considered in instructional decisions? Teachers work in teacher teams to adjust the curriculum to provide multiple entry points for language learners. In daily lesson plans, content and language objectives are made explicit, SIOP strategies are also embedded. To support ELL students at the emerging to transitioning levels of second language acquisition, home language support is provided. In addition, we provided targeted support to newcomers ELLs through the Inside the USA which focuses building on building foundational skills, student vocabulary and student conversational language. These programs are aligned and used to supplement to the core curriculum.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable, we currently do not have a dual language program at the school
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). At interim points throughout the year, the ELL vertical professional learning teams analyzes ELL periodic and formative assessments to progress monitor the efficacy of program implementation and student language development. The teams also analyzes student writing on summative writing performance tasks to determine if strategies implemented are having a value-added impact on student outcomes.

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 steps followed for the initial identification of those students who are potential ELLs are as follows:

Administration of the Home Language Identification Survey (HLIS).

During the registration process, the Home Language Identification Survey (HLIS) is completed by the parent/guardian of a new entrant to the New York City school system. This HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. During high-volume registration periods, such as at the beginning of the school year, The ENL coordinator supported by ELL identification team, which include the assistant principal, a multilingual office worker and ENL teachers are actively involved in the registration process to informally interview parents and assist them in completing the HLIS. During low-volume registration periods, such as an ad-hoc registration that may occur on any weekday, the ENL coordinator, if available at the main office to informally interview and assist the parent in completing the HLIS. If not available, the officer workers, who speaks multiple languages including Albanian, Spanish and Italian is in charge of student registration will assist the parent with any questions, and the ENL coordinator or the assistant principal

will conduct an informal interview with both the parent and student.

The general guideline for determining if a student may be an ELL is based on the responses to eight critical questions on the HLIS. This guideline suggests that if there are one or more responses of 'yes' to questions 1 -4, plus two or more responses of 'yes' to questions 5-8, then the child is a potential ELL and should be tested with the NYISTELL. While the informal interview with the adult may reveal that the child really is not an ELL (and therefore overrides the aforementioned guideline), if there is any doubt we will still test the child to make sure. Guiding questions for the informal interview are kept in the ELL filing cabinet in the main office

Once the HLIS has been reviewed, and an informal interview is conducted by the ENL coordinator, the home language code is determined. If the ENL coordinator or the office worker do not speak the home language, the school uses the over-the-phone interpretation services that are available through the DOE's Translation and Interpretation Unit so that parents can receive the language assistance needed and have their inquiries answered in their preferred language. If the home language is indeed English, a code of 'NO' is entered on the HLIS. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed. The white copy (original) HLIS is stored in the student's cumulative folder, and the yellow copy is stored in the Home Languages Folder, located in the main office.

Administration of the NYISTELL

If the child is determined to be a potential ELL or having a home language that is not English, the school administers a more in-depth interview with the student and reviews his/her student work (if available). In addition, the school reviews the Individualized Education Program of the student, if applicable. After a thorough review process, the NYISTELL is then administered within the first ten days of enrollment. After administration, NYISTELL answer grids are scanned into ATS and the results are used to certify the identification of ELL status, and therefore their entitlement to ELL services. If a student has a home language of Spanish and did not score at a commanding level on the NYISTELL, the Spanish Lab is administered.

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).

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. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we then proceed with the SIFE Identification Process for students who are Newly identified ELLs in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYISTELL results SIFE Identification Process. During this process, we first administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we then administer the Literacy Evaluation for Newcomer SIFE (LENS). Once SIFE determination has been confirmed, we indicate SIFE status no later than 30 days from initial enrollment on the BNDC screen on the DOE's data collections systems.

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).

As per CR PART 154, NYISTELL eligibility for students entering school with IEPs from a United States School System must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of Ms. Teron (Assistant Principal), Jessica Garcia (ENL coordinator and certified ENL teacher), the bilingual school psychologist, Zenaida Rodriguez. If Zenaida is not available, Erinn Corrigan (school psychologist) will be available. The student's parent or guardian is also part of the Language Proficiency Team (LPT)

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is always present at each meeting of the LPT. These procedures for initial entry into the school or reentry after 2 years are strictly followed. The LPT convenes and discusses to determine whether the student should take the NYISTELL. In making this determination, the LPT considers and triangulates evidence of the student's English language development, which include a review of the student's history of language use in the school and at home, the results of individual evaluation conducted in accordance with procedure in the CR PART200 regulations that mandate assessments administered in the student's home language and data provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on a careful review and triangulation of data, LPT then determines that the student may have English language acquisition needs, the

student must take the NYSITELL

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.

Within 5 school days, if the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-ELL. In this case, the parent/guardian is notified in writing via the Non-Entitlement Letter. This letter informs them of their child's score on the NYSITELL, and the resulting non-entitlement to ELL services.

Within 5 school days, if the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the Entitlement Letter. This letter informs them of their child's score on the NYSITELL, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a group ELL Parent Orientation Session scheduled to take place at school computer lab in mid-September. Contact information is provided so that individual parent orientations may be scheduled every Tuesday during Parent Engagement time so that identified parents are explained the ELL program options. In this event, the parent cannot attend, they are oriented individually with the ENL coordinator at the parent/guardian's earliest convenience.
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).

Our schools have established protocols and have assigned qualified and trained staff to manage both the initial and Re-identification process. Parents are informed of their right to appeal the ELL status by our qualified personnel. As per CR-Part 154, The Re-Identification Process is utilized for students who have a home language other than English and are ELLs and non-ELLs. The school initiates a review of the ELL status determination upon receipt of a written request from the student's parent or guardian, a student's teacher (with a written consent from the parent or guardian). The Process is completed within 10 school calendar days of receipt of written notice; however if the CSE is consulted, then process is completed within 20 school calendar days.
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.

We believe that Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. We notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parent's preferred language). During the orientation, which we purposefully try to schedule during Family Engagement Tuesday as per the UFT contract, we inform a majority of our parents of the three instructional models available in New York City (ESL, TBE and Dual Language), regardless if the service model is not available at the school. To inform parents of these options, we always provide parents of newly enrolled ELLs with a orientation where they can view the Parent Orientation video on the DOE website. During the orientation, qualified and trained personnel record attendance and are available to provide information on standards, curriculum, assessments and the school's high expectations for English Language Learners. We always provide the orientation in a language or mode of communication that the parent or guardian best understands. We actively use the Translation and Interpretation Unit, if required. During these sessions, parents are informed each of the program goals and the requirements for bilingual education and English as a new language. Once parents determine their choice, we enter it as indicated on the Parent Survey & Program Selection form in the designated screen in ATS (ELPC) as forms are completed.
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.

After parents are informed of all three program models at the parent orientation, we provide parents a Parent Survey and Program Selection form in the parent's preferred language, where parents can indicate their program choice. Within 5 school calendar days, the parent must complete and sign the form. The ELL Coordinator, Jessica Garcia, reaches out to parents and makes sure all parent surveys are completed and documented.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: If the parent does not complete and return the form within the 5 school calendar days, the student is then placed in an ENL program, because a bilingual program does not exist at the school. We actively document attempts to parent outreach via phone and letters sent home. Students who are placed in ENL as a result of parents not returning the survey are counted to ensure we comply with CR PART 154 regulations. We are aware of and comply with the regulations that mandate if in kindergarten to grade 8, if 15 or more students who speak the same language in one or two contiguous grades, we will be required to open a bilingual class. The Parent Survey and Program selection forms are formal records of parent's preference of ELL program for their child and is retained in the student's permanent record and accessible for State and City audits and reviews.
9. Describe how your school ensures that placement parent notification letters are distributed.

Once the student's program has been determined based on outreach and conferring with parents, the school sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents are left on the student's cumulative record. The ELL documents are always forwarded to DOE schools upon transfer. We also maintain an ELL binder and folder of Critical documents which contains these documents in the main office for immediate access and review
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
First, we identify students who are eligible for NYSESLAT testing by using the RLER report. Second, we also identify the test modifications needed for ELL with IEPs. Third, we purposefully schedule a specific time, place and proctor for NYSESLAT administration. We strictly adhere to the the guidelines detailed in the school administration manual (SAM). We ensure that for the speaking section of the NYSESLAT a teacher other than the students' classroom administer this part of the exam. Additionally, we closely monitor absentees and provide opportunities to make-up.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
To ensure that continued entitlement and transitional support parent notification letters are distributed, the schools uses the letter available online on the DOE website before the beginning of the school year but no later than September 15 of the school year in which the student is no longer entitled. Letters are sent in the preferred language of the parent.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice that parents requested is English as a New Language instruction. For parents that choose bilingual, we keep a written record and if it is over 15 in two contiguous grades, we will offer a bilingual program. Over ninety five percent of all parents choose ENL. The program models are aligned with parent requests. If a parent requests a bilingual program, we find a school within the district that offers the delivery model.

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.
Students will be grouped by grade and heterogeneously by language proficiency level. Students who scored on the entering level through transitioning level will be grouped in one class and an ENL teacher will work with a commonbranch teacher to ensure that students receive their mandated minutes of instruction and support. Students who scored on the expanding and commanding levels on the NYSESLAT will also be grouped together and supported by an ENL teacher with a commonbranch teacher.
 - b. TBE program. *If applicable.*
Not applicable, TBE program is not offered at the school.
 - c. DL program. *If applicable.*
Not applicable, Dual Language programs is not offered at the school.
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)?
To ensure the mandated number of instructional minutes is delivered in the ENL program model we provide a combination of integrated and stand-alone ENL instruction provided by a certified ENL pedagogue. FINISH...
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.

We use the Sheltered Instructional Observational Protocol to ensure that all content is delivered and comprehensible to all language learners. The SIOP model provides an instructional framework to support teachers in planning coherent lessons with a language focus while making content accessible to students. Teachers use content and language objectives and make them explicit to students. In addition to posting clear content and language objectives, teachers tap into students' background knowledge and introduce a variety of grade-appropriate strategies to support students in acquiring new content knowledge and academic language. Teachers scaffold academic language through academic sentence starters and frames. To monitor language acquisition, teachers use a variety of formative assessment tools such as the Capellini checklist along with the ELL periodic assessments monthly to track language development and to provide informed scaffolds and interventions, as needed.

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

We ensure that Spanish-speaking ELLs are appropriately assessed with the Spanish LAB. Home language support is always provided via bilingual content glossaries and dictionaries.

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

P.S. 89X uses NYSITELL as a baseline to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition. We use the ELL Periodic Assessment and other teacher-made formative assessment embedded in every lesson and unit of study. Data is shared in teacher teams to support teachers in adjusting and revising the curricula to provide multiple entry points for ELLs. We use MOSL

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. SIFE- Small group guided and targeted instruction is provided to SIFE students to help fill in gaps in learning. In grades 7-8, a student advisory provides socio-emotional and academic to SIFE students. SIFE students also participate in peer tutoring and are partnered with students who speak the same home language. Furthermore, the schools offers an afterschool BELL program.

b. Newcomer ELLs in grades 3 through 8 are provided with pull-out instructional support services using the National Geographic: Inside the U.S.A. Additionally, Newcomer ELLs in grades k through 2 are provided with pull-out instructional support services using the Start up/Build up phonics programs to build phonemic awareness skills.

c. Developing ELLs are provided integrated instruction using the Rigor program to supplement the core curriculum and improve academic vocabulary.

d. Long Term ELLs are provided with integrated instruction by both an ENL teacher and a commonbranch teacher using the Rigor program to supplement the core curriculum and improve academic vocabulary. In addition, long term ELLs are provided with small group instruction and invited to the ELLA program and the afterschool Bell program.

e. Former ELLs are provided with integrated ENL instruction for 90 minutes per week.

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.

Currently we do not have any students re-identified as ELL or non-ELL. However, if we do have a student who is approved for a re-identification appeal, the school would ensure the student's academic progress would not be adversely affected by the re-identification process by making sure the student receives additional support services (as per CR Part 154-2.3j), such as an easy transition into a new classroom if necessary. To do so, teachers will make sure to collaborate and discuss what the child has already learned and teachers will share data that has been collected on the student. The parent will also be able to meet with any new teachers during parent communication Tuesdays and the child will be assigned a partner to collaborate with in his and her new class. The assigned and trained staff to manage the initial identification and reidentification are the ELL Coordinator (Jessica Garcia), the Assistant Principal (Darlene Teron), and the LAC (Besa Gashi).

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

The instructional strategies and grade-level materials teacher of ELL-SWD uses universal design for learning (UDL), explicit teaching techniques, SIOP model, high-low interest level reading books, and small guided instruction for all content areas.

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?

Chart school uses curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by providing small group instruction, intergrated teaching with the classroom and the ENL teacher, and targeted tier 2 and tier 3 interventions.

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

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

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

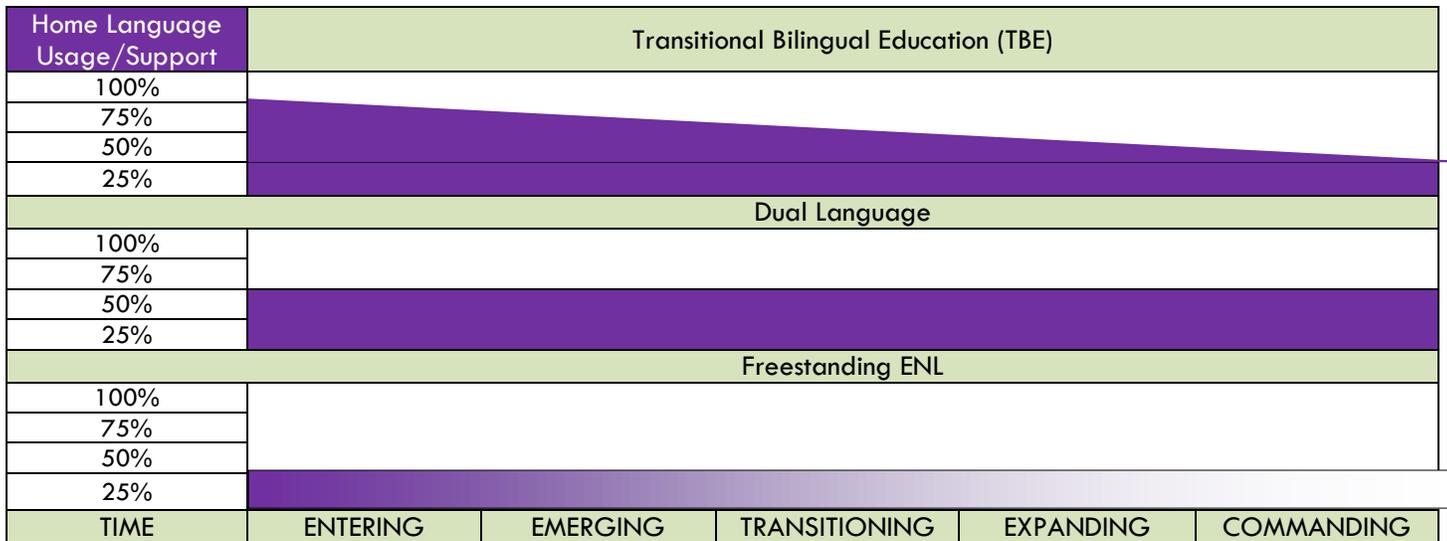


*Note: “other approved services” does not apply to New York City at this time.

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. For our newcomer ELL subgroup, we use the RIGOR Level 1 to support students to make meaning of nonfiction complex text. In the upper grade, we use WILSON intervention to provide additional support in building student phonological awareness and fluency. In the lower grades, we use the Core Knowledge skill strand formative assessment tool to monitor acquisition of early literacy skills. Additional support is provided to students in small, guided groups. Teachers use teacher-created intervention materials in addition to supplemental resources from the core curriculum.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We find that the newcomer program has had significant impact on student progress. The RIGOR program support student learning by building student background knowledge, academic language and connecting it to the scope and sequence for Social Studies and Science. The CKLA skill strand program has provided targeted support in early literacy skills. The programs provide formative assessment tools which support teacher in monitoring language acquisition and content knowledge. Teachers are trained in SIOP, which help planning for developing content and academic language acquisition. We use the ELL Periodic assessments, MOSL, fountas and pinnell reading levels, ELA periodic benchmarks, and informal assessments to make monitor the effectiveness of the program.
12. What new programs or improvements will be considered for the upcoming school year?

To improve the ELL program, we anticipate using a variety of program and interventions to supplement the core curriculum. The programs are aligned to the themes in the core curriculum to provide additional support, exposure and practice of academic language. We have also supplemented the independent, shared and guided reading program with culturally responsive trade. Additional newcomer support will be provided to students in the upper grades through the INSIDE the USA program. This school year, P.S. 89X hired a full time ENL coordinator to support ELL instruction and monitor ELL compliance.
13. What programs/services for ELLs will be discontinued and why?

The Spalding reading intervention system is being replaced with the CORE knowledge skill strand to support teacher in progress monitoring the development of early literacy skills. This will facilitate the inquiry work of collaborative teacher teams to make informed adjustment to the core curriculum and embed multiple entry point to ensure access.

Additionally, The READ program has also been discontinued and replaced with the ELLA program to provide additional support to ELLs afterschool.
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. 89x all required support services, materials and resources corresponds to the ELLs ages and grade levels. In each classroom there are leveled, culturally relevant books to meet the needs of the students (Entering - Commanding). We also provide students, especially new admits, with a desktop dictionary in their native language for clarification during the lessons.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We currently use the Imagine Learning program to provide supplemental instructional support and ensure that teachers are implementing the program with fidelity. We also use ST math program which requires the use of ipads to enhance math content instruction. To further enhance instruction, teacher across grade-levels use SMART board technology to provide engaging and visual support to content area learning. We also use Brain POP videos to build background knowledge.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is always provided in the ENL program, through the use of bilingual glossaries and dictionaries, books in the home language, novels and when possible, oral translation by either a "buddy" student or the teacher. Teachers also use cognates in the content areas to value the home language as an asset for instruction. Translanguaging techniques are also embedded in daily lessons to bridge student learning.

GO Math is also available in the home language in addition to translated resources from Engage NY
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ENL coordinator works closely with the support service providers to ensure that ELL students receive appropriate and research-based instructional services and interventions.

In the Early grades, P.S. 89X focuses on supporting ELLs in early literacy schools through the use of technology programs such as Imagine Learning

In the upper elementary grades, we use the Expeditionary Learning program with teacher-created and age-appropriate materials to provide additional scaffolds to the curriculum.

In the Middle school grades, we also use the RIGOR program, which is used for older struggling and NPR "Faces the Issues" to support middle school with academic note-taking and listening. The Imagine Learning program is also adaptive and responds to the learning needs of students to provide differentiated instructional support.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of the school year, newly enrolled Kindergarten ELLs are invited to a Cookie Hello facilitated by our kindergarten teachers. The students will be invited to come in and meet the staff and take the NYSITELL if necessary while the parents attend the parent choice meeting. If a new ELL enrolls in the middle of the school year, the ESL Coordinator will come down to meet the child and the parents to assess the initial language needs of the student. The child will be temporarily placed in a classroom and will take the NYSITELL. Once the results are determined, the parents will attend a parent choice meeting and the child will be placed in a classroom according to the parents preference. Newcomers will be serviced through an intergrated model and receive stand alone ENL instruction.

19. What language electives are offered to ELLs?

Currently, PS 89X does not offer language electives.

20. For schools with dual language programs:

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

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
At P.S. 89x, we provide all ESL, monolingual, and support staff such as: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech teachers, secretaries, and parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ESL instruction. Providing teachers with effective learning opportunities is the key to increasing student performance. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in professional learning teams to revise lessons and units of study. Grade conferences, Vertical and Horizontal meetings keep staff members abreast of ongoing changes in the Language Allocation Policy document. These workshops are provided by our principal, assistant principal, team leaders, ELA and MATH staff developers, coaches, ELL specialists, and Literacy Support consultants. Some topics that will be addresses are: Overview of the ESL Program , LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), Writer's Workshop, NYSESLAT and NYISTELL, Common Core State Standards. In addition, during our Title III program, we offer workshops to parents. Some topics could be, but are not limited to Testing Accomidations for ELLs, How to Help Your Child be Successful on State tests, and Identifying your child as an ELL and placing your student into a program of your choice.

Professional Development is provided to all staff keeping them abreast of changes CR-PART 154 state regulations for the ELLs. During the month of June, teachers and administrators meet to discuss the incoming students and how they can collaborate to ease the children's transition from one grade to another. They meet to discuss placement, special needs and status of any evaluation that is pending.

Teachers will also have the opportunity to attend workshops such as: Q-Tel, NYSABE, professional learning opportunities offered by DELLSS and through the Fordham R-BERN. All teachers attending workshops will keep an ongoing log of the hours, certificates of attendance, professional development summaries are responsible to turn-key the information/resources shared during weekly meetings with their professional learning teams..

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?
Teachers of ELLs participate in all onsite trainings focused on the implementation of the Core Knowledge Language Arts and Expeditionary Learning, which is the core curriculum implemented at the school. The core curriculum focuses on the implementation of the common core shifts. In addition, teachers participate in off-site professional development offered through the Middle School Quality Initiative and Fordham R-BERN. MSQI and Fordham RBERN provide additional training on how to provide access to the Common Core Learning Standards for diverse learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To support ELLs as they transition from elementary to middle school, a majority of Former ELLs participate in the DREAM Academy to support students with specilized high school exams. In addition, fifth grade ESL students are departmental for math, ela, and science so they learn how to handle to responsibilities of learning from multiple teachers. Student advisories support the holistic needs of students to prepare them for transition into high school. Seventh and Eighth grade students also take the math and science regents.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL Coordinator will work with the math and literacy coach to provide quality professional development to ENL teachers Professional learning opportunities offered by DELLSS and the Fordham RBERN . Certificates of participation and copies of the professional learning agendas are stored in a central location for easy access and audit purposes. Teachers who participate in off-site professional development are required to turn-key information to their colleagues during professional development Mondays and Tuesday as provisioned by the UFT contract.

C. Parental Involvement

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

The school provides frequent individual meetings during Family Engagement time with parents of ELLs to keep them informed of the goals of the program, results on language proficiency assessments and to discuss language development needs of each child. Parent letters are distributed in their home languages in the beginning of the year notifying parents of their child's NYSESLAT results. Teachers are given funds to provide translation services of all documents that go home with the students.

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.
2. (This is the answer to number 2 above) Records are kept for annual individual meetings with ELL parents through a google doc parent log which documents what was discussed and the form of communication that was used.

3. The Parent Coordinator and ESL Coordinator of P.S. 89x provide on going workshops for ELL parents to attend. Workshop topics include Parent Orientation for ELLs, Test Taking Strategies, Eating Disorders, and Community Involvement. During all the events, translators are available to assist parents of ELLs with any language challenges. Letters are sent home to parents informing them of the availability of translators during the parent teacher conferences and monthly workshops given at P.S. 89x.

-Jacobi Hospital and the Bronx Lebanon Hospital provide counseling to ELL students and their parents, if needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with Office of Adult Education to provide ESL classes to parents in addition to the local library to enhance literacy at home. Jacobi Hospital and the Bronx Lebanon Hospital provide counseling to ELL students and their parents, as needed.
5. How do you evaluate the needs of the parents?
At P.S. 89x, parental needs are evaluated through surveys given by the Parent Coordinator and the PTA. This information is used to plan and organize workshops which best meet the needs of our ELL population.
6. How do your parental involvement activities address the needs of the parents?
All parental involvement activities are directly linked to learning. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding and bolstering their children's education. Students and families are referred to appropriate outside agencies, if needed. We also offer ESL classes to the parents of our students.

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.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11x089** School Name: **The Williamsbridge School**
Superintendent: **Meisha**

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.learndoe.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.

The data and methodologies we use to assess language preferences of the parent community at PS 89 is first to administer the Home Language Identification Survey, and then to conduct a thorough parent interview in the language of preference by a licensed pedagogue. Once the parent has filled out their language preference form, Student Emergency card, and language home survey, the data is entered manually into ATS. We use the RAPL report in ATS to ensure that all written communication is sent home in the parent's language of preference.

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.

Currently the following languages are represented in our school in Grades K-8 based on the Home Language Identification Surveys: Spanish, Arabic, Albanian, Bengali, Vietnamese, Italian and Urdu.

Part B: Creating a Communications Calendar

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

The following documents are sent home in multiple languages each year: monthly newsletters, academic intervention services, after school program information, parent handbooks, monthly calendars, parent surveys, parent-teacher conference announcements, and important testing information.

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents (correspondence related to our school's outreach for academic intervention services and after school programs, newsletters, parent handbooks, flyers, surveys, etc.) will be translated into the requested language by either staff, parent/community volunteers, or through the NYC DOE Translation and Interpretation Service.

Vital Department of Education information, such as report cards and promotion in doubt letters, will be downloaded/ordered in the languages that represent our school population. Important and time-sensitive information and letters will be given to translators well in advance of scheduled meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed. Oral interpretation services will be provided in school by the school staff (Parent Coordinator, Literacy/Math Coaches, teachers, parent volunteers, Principal, and Assistant Principal) who are fluent in English and Spanish, as well as the NYC DOE phone translation system for low-incidence languages. During formal meetings, a member of the district personnel will provide translations for parents.

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

Our staff will meet with parents on the dates of the Parent-Teacher Conferences:

September 17, 2015

November 4, 2015

November 5, 2015

March 2, 2016

March 3, 2016

May 12, 2016

In addition, our school staff working with the English Language Learners will meet individually with the parents of the ELLs at least once a year to discuss the goals of their child's program, their child's language development progress, their child's English language proficiency assessment results, and language development needs on all content areas. Any translations required will follow the Translation Assistance Protocol detailed in Part D.

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.

Translation services will be provided in school by the school staff (Parent Coordinator, Literacy/Math Coaches, teachers, parent volunteers, Principal, and Assistant Principal) who are fluent in English and Spanish, as well as the NYC DOE Translation & Interpretation Unit for low-incidence languages. During formal meetings, a member of the district personnel will provide translations for parents by following the Translation Assistance Protocol.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school personnel, such as Parent Coordinator, teachers, guidance counselors, school secretary, and members of the Parent Association are able to translate various documents into Spanish and Albanian. Currently our pupil secretary speaks both. The documents are then reviewed by the administration. The staff will follow the Translation Assistance Protocol. For all the other languages we use the translation services available through the NYC DOE.

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.)

To ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service, the NYC DOE Translation & Interpretation Unit Brochure and copies of Language ID Guides will be distributed to all staff members. In addition, there is a translation staff comprised of teachers and paras who are fluent in English, Spanish, Albanian, Urdu, Arabic & Bengali. The translation protocol will be discussed with the staff so that translation services will be provided in a systematic way.

The Translation Assistance Protocol set in place will be the following:

- Teachers will put in a request at the ESL room (227A) by signing up for translator assistance.
- The translator will check in with the Translation Sign Up list at the ESL room.
- The paras will report to the classroom of the teacher request on a first come first serve basis.
- The translator will spend 15 minutes per session.
- Any teachers who require additional translation services will have to either sign up again for the following translation session or use the DOE Translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

a. A copy of the notice informing parents about their rights regarding translations and interpretations services will be distributed. Parents will also be made aware of these rights during meetings with school staff, i.e., conferences, IEP meetings, etc.

b. Signs offering translation services and assistance in the parents' respective languages will be posted in the main office and by the security desk.

c. The locations of the signs will be stated in the school's safety plan. The safety plan will contain procedures for ensuring that parents in need of language access services will not be prevented from reaching the school's administrative offices solely due to language barriers.

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)

The feedback from parents on the quality and availability of translation and interpretation services will be assessed using surveys (which allow parents to specify areas in which they need help), through conversations, and PTA meetings. We will use the information gathered from the surveys to evaluate whether our translation and interpretation services address the needs of the parents. We will regularly adjust our procedures and implement new ones to address parental needs.