



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>12X092</b>
<b>School Name:</b>	<b>P.S. 092 BRONX</b>
<b>Principal:</b>	<b>CHERYL HALL</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 92 School Number (DBN): 12x092  
Grades Served: Pre K-5  
School Address: 700 East 179<sup>th</sup> Street Bronx NY 10457  
Phone Number: 718-731-7900 Fax: 718-294-1561  
School Contact Person: Yasmin Lugo-Hernandez Email Address: ylugo@schools.nyc.gov  
Principal: Yasmin Lugo-Hernandez  
UFT Chapter Leader: Diane Mendez  
Parents' Association President: Jeannelle Valet  
SLT Chairperson: Ms. Bajana  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Inez Quinonez  
Student Representative(s): N/A  
N/A  
CBO Representative: **Aspira/ Jose Hernandez**

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: Bronx Borough Field Support Center One Fordham Plaza, Rm. 817  
Bronx, NY 10458  
Director's Email Address: JRUIZ2@schools.nyc.gov  
Phone Number: 718-741-3156 Fax: 718-741-7603

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

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

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

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

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

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

### **The arc of the School Renewal Program strategy:**

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

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

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

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

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and RSCEP Development



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **Accountability Tools and the Framework for Great Schools**

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

### **NYSED’s Six DTSDE Tenets**

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

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

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

### **NYCDOE’s Quality Review (QR)**

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

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

### **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Cheryl Hall	*Principal or Designee	
x	Lisette Vazquez	*UFT Chapter Leader or Designee	
x	Jeannelle Valet	*PA/PTA President or Designated Co-President	
x	Denise Solreo	DC 37 Representative (staff), if applicable	
X	Inez Quinones	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Aspira	Community School Director (staff)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	Zenaida. Labarca	Staff	
	Ms. Goda	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Mayra Diaz	Staff	
	Sequeyah Montanez	Parent	
	Luz Rios	Parent	
	Emily Rosa	Parent	
	Yessenia Cherrez	Parent	
		Parent	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

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

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

Community School 92 is an elementary public school located in the Tremont section of The Bronx, NY. Our school's belief about student learning and achievement consist of ensuring engaging, rigorous and coherent curricula in all subject areas in a safe environment where students feel respected and appreciated. Students learn best when the instructional shifts and The Danielson Framework for Teaching are aligned to the curricula. Students' needs are taken into consideration when planning so that all students experience success and can achieve at higher levels. As such the mission of CS 92 is to ensure that all students receive rigorous instruction through a sound curriculum in a safe learning environment. Teachers and administration will ensure instruction is scaffolded to meet the needs of students so that there is access to learning by all.

There are 419 students from grades pre-kindergarten through grade 5. The average attendance rate for the school year 2014-2015 was 89.4%. The school population comprises 18% Black, 78% Hispanic, 1% White, and 1% Asian students. Boys account for 50% of the students enrolled and girls account for 50%. The student population consist of 22% English Language Learners, 23% Students with IEP's, 87% Free lunch eligibility. In order to support our ELL's and SWD's population across classrooms we have included teacher modeling/demonstration, flexible grouping and scaffolded instruction that aligns to the school's shared beliefs.

Our most improved element of the Framework would consist of Strong Family-Community Ties. Our Parent Engagement time has helped us establish better communication and involvement amongst teachers and parents. Our most challenging Elements of the Framework for Great Schools would consist of collaborative teachers; who have a shared belief about teaching and learning including teacher modeling, flexible grouping and scaffolded instruction to support diverse learners including ELL's and SWD's population.

Community School 92 has developed several partnerships which include organizations such as Good Sheppard, JumpStart, and Smart Start. We are in our second year with a partnership with New York Junior Tennis and Learning through a 21<sup>st</sup> Century Grant. NYJTL provides an Afterschool Program for 165 students each year. As a result of these partnerships, students have been able to extend their learning beyond the classroom. They have been provided with homework help, sports, STEM, and physical activity. Through community trips students have been able to connect their learning with meaningful academic experiences. Students have been able to develop effective character traits such as empathy, kindness, respect, trust and teamwork. We are have established a partnership with ASPIRA and Astor Services in order to continue fostering a Supportive Environment under the Six Elements of the Framework For Great Schools. Expanded Learning Time opportunities consisted of the Voyager Program, New York Junior Tennis and Learning and Homework Tutorial Program. Through the use of adult demonstrating and modeling students have developed skills that are both hands on and technology based. Benchmark assessments and progress monitoring tools have supported staff in adjusting activities and lesson plans. Throughout the 2015-2016 academic year we will continue partnering with NYJTL. In addition Aspira will be providing enrichment activities for our students on Fridays and small group support during ELT M-Th.

Community School 92 works to ensure that by the time students reach grade 5 they have a strong sense of self and are prepared for middle school. Our Key area of focus this year based on the Renewal School Benchmark are to:

1. Increase student attendance
2. Provide Rigorous instruction
3. Build Strong-Family and Community Ties
4. Increase Student Achievement

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Areas of Strength:</p> <ul style="list-style-type: none"> <li>As a school we are continuing our work of aligning our curriculum to the CCLS and the instructional shifts while deepening our understanding of scaffolded and differentiated instruction.</li> <li>A mentor and a model teacher were hired to assist teachers in crafting lesson plans and deliver instruction that is rigorous and cognitively engaging using the Danielson Framework as a guide.</li> </ul> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>Across classrooms , student work products demonstrate a lack of student thinking. Work folders for ELA and math contain mostly end of unit assessments.</li> <li>In most classrooms lessons are teacher directed and student participation is minimal. Student-to-student discussions were not heard. The prompts provided to learners are about process rather than content or product.</li> <li>While the school has many resources, there is limited use of these resources to afford students differentiated and scaffolded instruction.</li> </ul>		

## Part 2 – Summative Vision for Rigorous Instruction

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

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

1. The school curriculum implemented will consist of Core Knowledge Language Arts for grades Kindergarten through 5th, Go-Math for all grades, and Teachers College Writing for all grades. Scaffolding for all students will be evident throughout the day. Intervention and enrichment opportunities as well as RTI Support will be provided for students based on needs. . Instructional shifts will be evident in ELA by balancing informational text and literature. Reading and Writing will be grounded with evidence from text. In Go-Math we will focus strongly on CCLS, coherence within and across grades, fluency for speed and accuracy and deep understanding of foundational concepts through the use of applied skills. Go Math will be supplemented with math units from Engage NY to ensure deeper thinking and responding in Mathematics.

2. Students will be engaged in guided reading lessons focusing on how to move readers to grade level reading. Students will be provided a plethora of leveled texts to support students in reading during a sustained period of time.

3. Pedagogical practice will have more students deeply engaged in learning. There will be student to student directed discussions, self-reflections using rubrics for understanding and accountable talk. The mode will vary based on content. The classes will be student centered with the teacher intervening only when necessary.

4. Teachers use formative and summative assessments as a guide to plan for rigorous instruction, leading to student success.

5. Consistency will be established among staff and community partners by creating regular vertical and horizontal teacher team meetings.

6. Assessments from the current literacy and math curriculum will be utilized, simulations of the State Assessment will be given, as well as research based school wide assessments. All will be used to measure student learning and to adjust the curriculum. Through the use of an assessment calendar, data will be collected using an information system and Google DOCS. Teachers will meet in teams to determine which domains from the Common Core State Standards have been achieved. Analysis will be conducted by teachers to create flexible grouping and revise curriculum.

In Teachers College Writing students will take Pre Assessments, draft and publish writing pieces, followed by a Post Assessment. Students' work will be measured using a Continuum with the goal of meeting CCLS. Teachers will analyze student work individually and in grade teams, to determine student mastery of CCLS. Curriculum revisions will be made based on teacher findings. Teachers will collect data for student remediation. Teacher participation will consist of grade meetings taking place within grades and across grades.

7. We expect that at least 5% of our students will make progress at least by one level.

**Part 3 – Annual Goal**

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

By the end of 2015 - 2016 school year students will be cognitively engaged in academic tasks that consistently emphasize rigorous habits and higher-order skills across grades and subjects including ELLs and SWDs as measured by an increase of 5% movement of level 1 students on the 2016 NYS ELA test.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Lowest 1/3</i></p> <p><i>Mandated AIS</i></p> <p><i>High level 2 and low level 3.</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will be provided professional development by a data consultant on how to assess students in a timely manner and upload their data into spreadsheets that will provide them with immediate leveling, areas of needs and areas of strengths. Additionally, teachers will be able to analyze these results and plan lessons aligned to the CCLS.</p>	<p>All</p>	<p>Sept. 2015 Thru June 2016</p>	<p>School Data Corp consultant, Data School Team</p>
<p>Teachers will be engaged in the use of research based CKLA and Go-Math resources to emphasize rigorous habits and higher order skills.</p>	<p>All</p>	<p>Sept. 2015 Thru June 2016</p>	<p>In Ho use Teaching Staff</p>
<p>Teachers will participate in Professional Development provided by consultants from CK and Houghton Mifflin. Workshops will be provided on Mondays during PD. Additionally, based on need, teachers will receive full day PD</p>	<p>all</p>	<p>Sept 2015- June 2016</p>	<p>Core Knowledge and Go Math consultants will</p>

in specific areas. Teachers will be able to adjust their lessons based on their student needs while maintaining the alignment to the CCLS.			
Lead teachers, coaches and administration will create opportunities for teachers to adjust their curriculum based on students needs and ongoing data.	All	Sept 2015- June 2016	Administration, coaches, mentor
Common planning time 4 days weekly afford teachers time to to meet as a team to analyze, discuss and adjust their teaching. Teacher teams will meet at least once weekly with a coach, grade leader or administration to review student work and change teaching practices based on findings.	All	Sept 2015- June 2016	Teachers, Administration, Coaches
Administration will conduct a cycle of observations to monitor teacher practice and student outcomes. Feedback to teachers will aim to improve teacher practice to ensure there will be improved student outcomes.	All	Sept 2015- June 2016	Principal, Assistant Principals
Parents will be provided workshops on how to support students at home by providing opportunities for writing and discussions.	Pre-K to 5 parents	Sept 2015- June 2016	Parent Coordinator, Aspira, Grade Leaders

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule adjustments Saturday Academy- Curriculum planning and revising Model Teacher Mentor Coach (Math) Data Consultants											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The school will engage in a cycle of 5 periods of assessments. 2 of the 5 cycles will include progress monitoring. Grades 2-5 will be administered State test simulations 3 times before exam in April 2016. By January 2016, 75% of our students would have moved by at least two levels on the Teachers College Assessment.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>Areas of Strength:</p> <ul style="list-style-type: none"> <li>School stakeholders work together to coordinate their contributions to ensure that student social and emotional developmental health needs are met and the school is a safe place in which to learn.</li> </ul> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> <li>There are limited systems in place to monitor student achievement data to identify students with social and emotional developmental health needs.</li> </ul>		

**Part 2 – Summative Vision for Supportive Environment**

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

- How would you want school stakeholders to describe the school?
- What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
- How is student voice and leadership supported?
- What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?

5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

School stakeholders will describe CS 92 as a school where administration, students and parents all come together to ensure academic rigor in a trusted environment.

2. Our partnership with Aspira will support and sustain the social emotional growth of our students by connecting us with Astor Services. Astor Services will support our students and teachers on how to de escalate situations and the necessary skills to support our at risk students. Additionally, enrichment classes for all students will be provided on Fridays through Aspria and NYJTL.

3. Student voice and leadership will be supported by student council members from each grade. Grade 4 and 5 students will serve as mentors to students in K and 1. They will become their "buddy" classes throughout the year. 4. The social-emotional learning framework to be adopted would consist of PBIS, supported by Aspira, Astor Services and our school's crisis/ SBST teams

5. The school will become more proactive by implementing a PBIS Program which rewards the students social and emotional skills in order to promote a positive rewards system. These rewards would be exchanged for goods and services within the school. The PBIS matrix for a LEADer will be posted throughout the school. Students found following the steps of a LEADer will be compensated with LEADer dollars. Counseling would take place using community based partnerships with support from ASPIRA, the school based support team, and in-house counseling services.

6. The school team will measure the social-emotional development during monthly attendance committee meetings and a decline of the online occurrence reports.

7. During Tuesday's Parental Engagement Time, Parent Teacher Conferences, School Newsletters and Calendars we will respond to the students social-emotional needs. Additionally, mentors will "check in" with their students at least once per day.

8. Attendance and Chronic Absenteeism will improve by setting up protocols using a tracking system, committees, spirit week initiatives, etc.

### **Part 3 – Annual Goal**

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

By June 2016 we will develop a school culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults as measured by a decrease of 5% in level 3 and above incidents on OORS.

### **Part 4 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
All staff will be provided with professional development opportunities involving social-emotional concerns and PBIS System as well as de escalation strategies to ensure the safety of all our students .	Staff	Sept. 2015  Thru  June 2016	Aspira, Educational Consultants, Astor Services, Crisis Team
Provide ample opportunities for for our English Language Learners to interact on a social emotional and academic level with their English speaking peers through project based learning, movement, and multi cultural affairs. during after school programs and Saturday Academy Programs.	Student Population of Ell's	Sept. 2015  Thru  June 2016	Teachers, Aspira, PTA, NYJTL,
Through mentoring programs with Aspira, Astor and the School based support team SWD's will be assisted in learning decision making skills that will enrich their academic skills.	SWD's , at risk students	Sept 2015- June 2016	SBST, Astor Services, Crisis Team, Teachers, Aspira
Provide parents with Workshops in topics of instruction and social-emotional concerns in order to expand their understanding of a supportive environment that can help support their children at home.	Parents	Sept. 2015 thru June 2016	CBO Aspira, Astor Services.
Students will be paired with an adult mentor to ensure there's always contact with students and their emotional needs are also being monitored.	At risk students	Sept 2015- June 2016	Teachers, Staff, Aspira, NYJTL, Astor Services
Students will be engaged in diverse social emotional programs that will enhance their relationship skills as well as their skills to diffuse a situation.	Students	Sept 2015- June 2016	Crisis Team, Aspira, Astor Services

### Part 5 – Budget and Resource Alignment

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Aspira group leaders Aspire Success Mentor Teachers

Administrative Team  
 SBST  
 Astor Clinic  
 30 minutes in schedule for AIS or Interventions  
 ELT

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

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

**Part 6 – Progress Monitoring**

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

OORS reports will be monitored on a monthly basis with PBIS Team, By January 2016 we should see at least a 3% decrease in reports.

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

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	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).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>Areas of Strength:</p> <ul style="list-style-type: none"> <li>The learning environment is intellectually and physically safe for all students and is inclusive of all student groups.</li> <li>The school community has created a learning environment that has clear behavioral expectations understood by all students.</li> <li>CS 92 schedule is organized so that teachers are able to meet daily to plan and articulate student needs.</li> </ul> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> <li>Most lesson plans and units do not address the needs of all learners. Thus not providing multiple entry points, extensions, different tasks, or other scaffolding and differentiation strategies.</li> <li>According to QR, teachers stated that they work in grade teams and are beginning to use protocols to look at students work, but there was no evidence of strategies being developed (in the meeting observed) or implemented in the classroom to advance student learning. Differentiation at the classroom level and for individual and/or groups of students was not evident during observations, in plans, assessment binders or student work; therefore, this work does not typically result in improved teacher practice or progress toward goals for students.</li> <li>Teachers collect baseline, formative and summative data to inform planning. However, this data is not uniformly collected, analyzed and used in an effective manner to inform instructional strategies or student grouping.</li> </ul>		

**Part 2 – Summative Vision for Collaborative Teachers**

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

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

1. Teacher collaboration is organized and promoted by participation in Vertical and Horizontal Teams, Grade Level Teams, Inquiry Teams, Turnkey information from Professional Workshops and School Development Committee Team.

2. Consistent grade level team meetings during Tuesdays and Other Professional time allotted can help improve pedagogical practices based on team outcomes.

3. Curriculum Mapping Teams will align units and lesson plans following CCLS/CCSS and the Danielson Framework based on student work products and findings from inquiry work. Teachers will provide opportunities for deeper learning for higher achieving students by creating Project Based Learning through Content Areas. The Core Knowledge Language Arts program will provide content to support the use of project based learning.

4. Teachers along with the support of CBO/ ASPIRA will ensure that every child is safe in classrooms by providing a system of safety protocols, measures, and intervention strategies.

5. Teachers should consistently provide opportunities for students to demonstrate their understanding through frequent checks for understanding. The use and review of qualitative and quantitative daily data will ensure they plan for individual student needs individually and collaboratively with their teams.

6. Community educators and partners will help support a collaborative teaching approach by establishing professional development workshops , in which effective conversations are geared toward structure, design and facilitation of ongoing professional learning. Additionally, articulation among providers, teachers and administration will be ongoing.

### **Part 3 – Annual Goal**

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

By June 2016 all teachers will be engaged in structured inquiry based professional collaborations in vertical and horizontal teams that will focus on increasing student learning as indicated in CCLS and the instructional shifts and as measured by an increase of 5% of students moving by at least one level on the 2016 NY State Exams.

### **Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will have common planning time within their grades 4 of 5 days weekly. Teachers of ELL and SWD will have common planning time one day. These teachers will also have time to meet and articulate with classroom teachers to ensure all instruction is supporting students' needs.</p> <p>During these meetings teachers will engage in cycles of inquiry work. They will look at student work and decide on interventions that will be implemented in their class and monitor those interventions.</p>	<p>All</p>	<p>Sept 2015- June 2016</p>	<p>Classroom teachers Aspira CK/ Amplify Go Math consultants Mentor Coaches Model Teacher Lead Teachers Administration Team</p>
<p>PD on teaching practices to support all learners. These practices are: close reading, guided reading, guided math groups and differentiation through the use of checks for understanding</p>	<p>Most specifically ELLs and SWDs.</p>	<p>Sept 2015- June 2016</p>	<p>Fordham RBern Model Teacher Mentor ESL teachers SBST Lead Teachers All teachers</p>
<p>All teachers will participate in inter visitations. These inter visitations will build a community of learners. Teachers will visit once a week. Administrative team along with coaches will monitor and facilitate such visits to ensure teachers' visits are targeted and intentional.</p>	<p>All</p>	<p>Sept 2015- June 2016</p>	<p>Classroom teachers Mentor Coaches</p>

			Data coach Model Teacher Administration team
Aspira partners will be participate in the 30 minute AIS period. Additionally, these partners will work with teachers during ELT. They will join teachers during PD for articulation and planning.	All	Sept 2015- June 2016	Teachers Mentor Coaches Model teacher Administration Team
Parents will be invited to a curriculum night in the beginning of the year as well as in January. Additional sessions will be provided for parents based on their parent survey responses around providing supports for parents on teaching and learning.	Parents of all students	Sept 2015- June 2016	Teachers Parent Coordinator Coaches Admin Team

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule adjustments, Per Session ,											
<b>Part 5b.</b> 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 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.
Review of teacher team minutes and adjustments to units and lessons. Review mid year student assessments.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>Areas of Strength:</p> <ul style="list-style-type: none"> <li>The leader has made effective use of resources to support student programming that addresses low levels of students achievement in English Language Arts (ELA) and mathematics, and provides additional support for English Language Learners. (ELL)</li> <li>The school leader purchased NYS CCLS aligned curriculum to support all learners in ELA and Math.</li> </ul> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> <li>While the school has created SMART goals, the goals are not consistently measured and they do not set clear benchmarks for monitoring and revision.</li> <li>The school's coherent beliefs on how students learn best were expressed inconsistently by a variety of stakeholders. The school leaders stated that the school's shared belief aligns to the workshop model, however, the teachers and parents stated the school's shared belief aligns to a highly structured and disciplined environment. The school's shared belief system is not yet informed by Danielson Framework for Teaching. Additionally, evidence of coherent beliefs was not observed in any of the seven classrooms visited.</li> </ul>		

**Part 2 – Summative Vision for Effective School Leadership**

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

Consider the following questions:

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

1. School leaders will articulate a shared vision and mission to the entire school community by sharing a clear set of expectations that will reference our vision and mission. Additionally, school leaders will establish a culture of trust and positive environment that will foster a safe place of learning. CBO members, Community School Director and school leaders will meet regularly to ensure these practices are in place and the impact they are having on student success. Ongoing student data will be reviewed to ensure that all students are receiving services that support their needs and adhere to our vision and mission.

2. School leaders will establish benchmarks throughout the year to monitor improvement of student learning. In between benchmarks teachers will be supported through coaching, peer visits, PD and one on one supports. Consultants will also support teachers around the use of data and how to use this data to ensure improvements for the school.

3. Students and Teachers programs will allow for 2 periods of reading, 1 period of writing, 1.5 periods of math, 1 period of SS/ Science and 30 minutes of AIS daily. Extended Learning Time will be used as a strategic reading period.

4. Observations will be done in cycles. Teachers will be immersed in an observation and feedback cycle that will support and establish growth in teacher practice and student learning. Feedback to teachers will be articulated after each teacher observation whether formative or evaluative and next steps for the teacher will be established. Teachers will be supported through coaching, modeling and PD to help move their practice.

5. A google docs system will be established where at a glance teachers and school leaders will be able to see their feedback and support as per conversations articulated. Teachers will also have an opportunity to respond to said feedback requesting additional supports and update any evidence of teaching and learning. Teachers will also have a forum to share the results of teacher team meetings. School leaders will monitor team entries and support with follow up conversations and PD to ensure the team's work is impacting student learning. Through the New Visions data sorter report interventions and attendance monitoring can be maintained in one system. The different charts will support the monthly interventions and initiatives to support student learning and attendance.

6. The school leader will work with the AP and CSD to support the work of ensuring all students are learning. With that goal in mind the AP will oversee a group of teachers and students. The CDC will be attached to a group of students as well. This will allow students and teachers to have access to a leader that can support with meeting the needs of all students. Additionally, the AP will conduct formative and evaluative observations and feedback sessions with the teachers and monitor student learning. The CDC will also work with the parent coordinator and the PTA to ensure there is an increase in parental engagement in all school activities.

**Part 3 – Annual Goal**

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

By June 2016 75% of teachers will have demonstrated an increase in pedagogical practices as measured by movement of at least one HEDI level on The Danielson Framework for Teaching in components 1e (Designing Coherent Instruction) and 3c (Engaging Students in Learning).

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will participate in a 5 week cycle of professional development in the area of planning and preparation.</p>	<p>All teachers</p>	<p>September 2015- December 2015</p>	<p>Model teacher  Mentor  Grade leaders  Admin Team</p>
<p>Teacher teams will meet weekly and analyze student work products through the use of a protocol to determine specific needs for the grade and students.</p>	<p>All teachers</p>	<p>Sept 2015- June 2016</p>	<p>Teacher Teams  Model Teacher  Mentor  Coach</p>
<p>Administrators will provide feedback on component 1e during observations using the Danielson Framework as a guide.</p>	<p>All</p>	<p>Sept 2015- June 2016</p>	<p>Administrators</p>

Teachers of ELLs and SWD will receive professional development on strategies and methodologies that support learning for all students. These strategies should be part of the planning processes executed by the teachers.	All teachers of ELLs and SWDs	Sept 2015- June 2016	Administrators, Teachers, ESL teachers,
Teachers will participate in PD in the area of alignment of component 1e (designing coherent instruction) and 3c (engaging students in learning) followed by inter visitations into classrooms where there's evidence of the alignment.	All teachers	Sept 2015- June 2016	Administrators  Teachers, Model Teacher, Mentor

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> 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 for teachers, PD consultants, purchase texts that support planning and preparation and instruction											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February at least 50% of teachers should have made one level improvement on HEDI ratings on Advance on component 1e											
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>School leaders consistently communicate high expectations to the entire staff and are developing training and a system of accountability for those expectations. School leaders are developing systems to provide feedback to families. As a result, the school is developing systems that are connected to a path to college and career readiness and beginning to provide supports to achieve high expectations.</li> <li>The principal, parent coordinator and teachers inform the school community about current curricula topics through monthly newsletters that are created by each grade-level team. Additionally, a school-wide calendar is distributed each month with information regarding parent workshops, educational trips and school activities. Parents stated that they are informed. These methods of communicating high expectations to parents are becoming connected to a path of college and career readiness.</li> </ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>The school does not systematically analyze a range of data and share it with parents, students, and the school community, so that they understand and use it to support student learning and achievement.</li> <li>The school has programs and an environment that encourages parents and staff to work together to support student achievement; however, due to the lack of training across all areas to support student success, practices are not consistently effective throughout the school.</li> </ul>		

**Part 2 – Summative Vision for Strong Family and Community Ties**

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

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

1. Our work with Aspira revolves mostly around parent engagement and meeting the social emotional needs of our students. We make ourselves visible during arrival and dismissal so that we are able to greet our parents and families. Different workshops and social events are planned for this year to ensure needs of parents are being met. Our safety officer is kept informed about all our events. She is provided with the school calendar and is the first person most parents see when they visit our school. She also reminds parents of our upcoming events.

**Part 3 – Annual Goal**

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

By June 2016 parent participation in instructional activities and communication processes will increase so that parents are meaningful partners in their children's education as measured by a 2% increase on the 2016 Environment Survey in the area of parents say that school staff regularly communicate with them about how the staff can help their children learn.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>

Parent Coordinator and Community School director will survey parents to determine the types of workshops that would benefit them.	Parents	Sept, December and March	Admin, PTA, Aspira, Parent Coordinator
Activities to support parental engagement will be afforded to parents. Some of these activities will involve working with their children to foster parent child relationships.	Parents, students	Sept-June 2015-2016	Admin, Teachers, Aspira, parent coordinator, PTA
Administration will work with CBO to have open forum events with parents to share with Principal any concerns, ideas or thoughts about the school. "Coffee with the Principal" will allow parents to become active participants of the school community	Parents/ caregivers	Sept 2015- June 2016	Admin, Aspira, PTA, parent coordinator
Provide parents with data driven workshops so they may be able to understand the different grades or scores students attain. ELL and SWD parents will also be provided with opportunities to attend meetings about the NYSESLAT levels and their implications for ESL services. Parents of SWD will receive informational sessions on IEP and implications for academics.	Parents, students	Sept 2015- June 2016	Admin, teachers, PTA, parent coordinators

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PD resources, CBO, resources for parents, literature											
<b>Part 5b.</b> 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 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.										
Parents will show 75% agree or somewhat agree on mid year survey										
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 6: Expanded Learning Time (ELT) Program Description**

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

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016 students will show an increase of 5% in proficiency levels on the NYS English Language arts and Math assessments by providing support for students to improve academic performance during the ELT.

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

**Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>
As part of the Renewal School process all of students are mandated to receive an additional 5 hours of instruction. All students will be served during this time. This includes ELL and SWD population.

ASPIRA will collaborate with NYJTL to deliver the ELT on Fridays, they will deliver 6 classes with their class enrichment, ASPIRA will take on 16 classes (Alongside with those we subcontract) to deliver socio emotional learning activities with a culmination of show cases to share with parents

ASPIRA will bring in Theater SEA for 5 classes to administer 16 weeks of art and theater tied in with socio emotional learning activities

ASPIRA will continue to work alongside DOE teachers with CKLA, MYON, SKOLBO, Navigator NY with varied grades in the computer room. Working on different skill level assignments during ELT

ASPIRA will bring in Lead by Example to deliver research based activities to bolster self esteem

ASPIRA will continue enrichment activities in reading and writing utilizing online components (SMART START)

During the instructional 4 hours of ELT, students will be immersed in authentic literature through read aloud and leveled readers both in informational and fictional texts.

Staff will receive PD during Monday PD and at least one Friday per month.

Parents will be invited to an open house during ELT. Selected grades will be invited each time.

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

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

School Administration will supervise teachers. Smart Start Education will provide on-site academic coach and data management specialist. Professional development will be provided by the on-site academic coach. Classroom teachers will be responsible for implementing all components of the Voyager program, with support from school administration and on-site academic coach. Students are provided with 4 hours of academic instruction and 1 hour of enrichment services.

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

Extended Learning time will begin in September and continue throughout the school year.

#### **Part 5 – ELT Budget and Resource Alignment**

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

Certified teachers for each grade Pre K-5 and additional teachers for English Language Learners. Voyager academic intervention program and MYON will be used for instruction, along with an individual license for each student to utilize the on-line component.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

## **Part 6 – ELT Progress Monitoring**

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

At the beginning of the program students will be assessed in their math and ELA abilities. Each month students will be given an assessment based on the skills taught to monitor their progress. This mirrors the benchmark assessments. The midpoint assessment will be given in January. During this time adjustments will be made regarding grouping and continuation of program. Benchmark 3 will be given at the end of the program to determine student growth.

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

## Section 7: Community School Description

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

### **Part 1 – The Community School Program Goal(s)**

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

By June 2016 the percentage of chronically absent students will decrease by 5%.

### **Part 2 – Community School Program Description**

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

All students will be served and provided with academic intervention, mental health services, attendance, after school enrichment, and physical health services through New York Junior Tennis League, ASPIRA, Attendance Team and school Math and Reading Academies.

Additionally, chronically absent students will work with the success mentor from Ameri Corps to ensure they are being supported in making improvements in their attendance.

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

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

CS 92 has been afforded the opportunity to have ASPIRA join us as our Community Based Organization (CBO). Aspira will be working with our SBST and our crisis team to bring additional social emotional services for our students. As a community we interviewed several candidates to serve as our Community School Director . Mr. Jose Hernandez was selected. Jose has been instrumental in gathering resources and agencies to service our families and students. He has worked diligently with his team to bring SEA Theater and Lead by Example to support our students on Fridays during ELT.

As a community school we work tirelessly each day to ensure our parents feel welcome in our school. We aspire to have a school that has a strong relationship with parents. One that encourages two way communication, support and decision making. This year we will be working with Astor Services to offer our families free universal social emotional screeing. Additionally, beinning in December we will have an in house clinician supporting our students that need additional emotional support. The principal will hold "Coffee with the Principal" sessions once a month alternating

between morning and evening sessions to allow parents to have a forum to share their thoughts and concerns about the school.

Meetings with the CSD will be scheduled every Wednesday. As a team we will be looking at student data both academically and social emotional. These conversations will be specific to each child we are monitoring.

All members of the Attendance Team will work with CDC and Principal

### **Part 3 – Community School Program Implementation and Oversight**

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

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

1. ASPIRA, the Community School Director, principal, teachers, district renewal school director and superintendent will develop a collaborative partnership. Using a data system data will be collected, analyzed, and shared with the school community.

2. ASPIRA will collaborate with NYJTL to deliver the ELT on Fridays, they will deliver 6 classes with their class enrichment, ASPIRA will take on 16 classes (Alongside with those we subcontract) to deliver socio emotional learning activities with a culmination of show cases to share with parents  
Additionally, ASPIRA will bring in Theater SEA for 5 classes to administer 16 weeks of art and theater tied in with social emotional learning activities. ASPIRA will continue to work alongside DOE teachers with CKLA, MYON, SKOLBO, Navigator NY with varied grades in the computer room. Working on different skill level assignments during ELT. ASPIRA will bring in Lead by Example to deliver research based activities to bolster self esteem. During the instructional hour lead by teachers ASPIRA will continue enrichment activities in reading and writing utilizing online components provided by SMART START.

3. The ELT program will be evaluated by TC Reading Assessment, Simulated State Assessments

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

Aspira team members  
Teachers for instructional hour  
Leveled readers  
Attendance Team

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

September 2015- June 2016

**Section 8: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA Exam NYSESLAT TC Test NYC Performance Task BOY assessments	Voyager Passport; Guided Reading; Independent Reading; Core Knowledge Intervention; Foundations; Wilson; Strategies: Guided Reading Fluency reading  Girl Scouts	Small group, one-to-one, push in/pull out tutoring Interdisciplinary instruction using Core Knowledge and leveled readers	During the school day, after- school, Saturday School
<b>Mathematics</b>	Go Math Assessment, NYC Performance Assessment; NYS Math Assessment	Voyager Math Go Math ST Math Word problem strategies	Small Group One on one Students Tiered	During the school day, after- school, Saturday School
<b>Science</b>	NYS Science Assessment; Curriculum Unit Assessments	CCLS Core Curriculum Strategies for Differentiation and Remediation (Harcourt) and Project Based Learning Voyager Passport	One to One/Small group Small group	During the school day, after- school, Saturday School
<b>Social Studies</b>	Curriculum Unit Assessments	CCLS Core Curriculum Strategies for Differentiation and Remediation (Harcourt) and Project Based Learning Voyager Passport	Whole class One to one/small group	During the school day, after- school, Saturday School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Referral by Stakeholders i.e. Parents; Anecdotes; Community partnerships; Medical Doctor;	New York Junior Tennis League Aspira(CBO), Response to Intervention(RTI), School Based Support (Psychologist),	Family services One to one/small group Small Group	After-school Monday through Friday School Day(as needed) 6 weeks School Day (as needed)

		Therapy/Counseling, Conflict Resolution (Guidance Counselor), Peer Mediation(students), Good Shepherd Services(CBO), Academic At Risk		School Day/afterschool/as needed School Day, Before and After School Ongoing as needed School Day/6 weeks After school weekly
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## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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.
In order to attract highly qualified teachers the school leader will work with the human resource director and with the hiring school based team to recruit well qualified candidates. Candidates will also be selected through job fairs, staff member recommendations, recruitment from local colleges and the open market system. New teachers will be paired with a veteran teacher in the area of concentration. New teachers and existing teachers will also meet periodically with school leaders to discuss effective teaching practices utilizing the Danielson Framework of Effective practices. All teachers will be provided with professional development tailored to individual needs and based on student data results as a class, grade, and school.

#### 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).
Professional Development will be based on research based strategies. Professional Development will occur both in and outside of the school building. Professional Development will be based on the needs of students in the school, needs of teachers based on observations and teacher request, and based on the current curriculum being used. Professional Development will also be available through our Partnership Support Organizations and based on initiatives and expectations of New York City Department of Education. Professional Development for all staff will enable all stakeholders to provide guidance and support to students based on the CCSS.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).
--

N/A

**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.).

Transition plans begin with sharing information of the current kindergarten curriculum. Preschool teachers participate in professional development which discusses support for transition. Collaboration with community based organizations such as Jumpstart prepares students and their families with skills necessary to prepare for kindergarten. During the second half of the school year Pre-K students engage in procedures such as transition eating in the classroom into the student cafeteria to support students with the transition. Parents in Pre-K are involved in all workshops and professional development sessions offered in the school building.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers are given the opportunity to select the assessments that best meet the needs of the students and are aligned to the common core state standards. Teachers participate in workshops that discuss the data regarding student outcomes, develop next steps, and adjust their curriculum.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	493,107.00	X	5, 6, 7 and 8
Title I School Improvement 1003(a)	Federal	450,000	X	5, 6
Title I Priority and Focus School Improvement Funds	Federal	98,144	X	
Title II, Part A	Federal	68,217.00	X	5
Title III, Part A	Federal	12,476.00	X	5, 6, 8

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,632,889.00	X	All

**<sup>1</sup>Explanation/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.

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

**Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. CS 92, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. CS 92 will support parents and families of Title I students by:

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

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

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

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

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

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

#### **School-Parent Compact (SPC) Template**

**CS 92** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to October 30th of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 092 Bronx</u>	DBN: <u>12X092</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>60</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Community School 92 Transitional Bilingual/Dual Language/ and English as a Second Language programs conforms to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations. CS92 has one (1) Bridge Spanish Transitional Bilingual Education class providing instruction to students in grades three and four. Two Spanish/English Dual Language classes providing instruction to students in grades Kindergarten and second. There is a total of 105 English Language Learners. The number of certified teachers for the academic year 2014-2015 year is as follows : one TBE classroom teacher, two Dual Language classroom teachers, and two ESL teachers. The Bilingual, Dual Language and ESL programs housed at our school consist of the following:

a) Kindergarten through grade five utilizes a variety of visual and literacy strategies to promote acquisition of English and Spanish content and academic language along with cultural diversity.

b) The program maintains and fully develops the students' primary language with grade appropriate level activities.

c) Within the various grades English Language Learners (ELL) receive instruction in English as a Second Language (ESL).

- The students in the program are held to the same high standards as the monolingual students. English as A Second Language and Native Language Arts are taught daily. The language of instruction is in Spanish and English. The instructional strategies the teachers implement are in alignment with the New York City, State and the English Language Learners Standards. These instructional strategies include test sophistication to prepare students for the city and state wide exams. The ELL teachers use the Core Knowledge Supplemental Resource and Expeditionary Learning English Language Arts curriculum. The C.S.92 Dual Language, Transitional Bilingual Education and ESL teachers meet to disaggregate data provided by such assessments as: Reading and Writing Teacher College reading inventory and Learning A-Z Spanish reading inventory. Estrellita and NYSESLAT, ELL Periodic Assessment, and teacher-made assessments are also used to identify students areas of strengths and weaknesses and to adjust curriculum.

The students are categorized into subgroups such as beginners, intermediate and advanced and services are provided based on their scores and level of language development. For example, beginners and intermediate level students are serviced both in the push in and pull out model and receive two units of ESL which equal 360 weekly minutes. Advance level students are serviced via the push in program and receive one unit of ESL which is equivalent to 180 weekly minutes.

Getting Ready for the NYSESLAT ELA and Math resource is utilized for students in the beginning, intermediate, and advance levels, along with Estrelita a phonics-based program. The ESL teachers articulates with the classroom teachers to plan instruction that supports the Core Curriculum and provide instruction at the students levels. Students in the advance level are provided with a push in model in which the ESL teachers utilized the classroom materials with ESL methodologies to scaldfold instruction so that the ELL students can increase their academic language for development as well as their content knowledge for comprehension.

We also provide supplemental services via our After School Program

Grades K-1 Afterschool

1 Teacher Bilingual

10 students Wednesday, Thursday, Friday (2:25-3:25)

Supplemental services begins on January 7, 2014. The projected end date is May 1, 2015. The program emphasizes direct data-driven instruction and includes: Learning center rotations, fluency centers for read-alouds, and small group instruction of ten students per class with a total of 1 k/1 class per session

## Part B: Direct Instruction Supplemental Program Information

for ELL's. Students are tested and data is calculated. Students are grouped by need. Red Tier these are students that need the most intervention. Yellow Tier students are those who need some support. Green Tier are those students who work independently, making choices on their own. Teachers will provide supplemental support to students who are identified as Beginners and Intermediate on the NYSESLAT. Invitations will also be extended to additional students identified as ELL's. School Administration will supervise teachers. Smart Start Education will provide an on-site academic coach and data management specialist to support the classroom teacher. Professional development will be provided by the on-site academic coach. The session services ELL students for a duration of three hours per week for 14 weeks. Here the students will be provided with small group instruction which focuses on oral language development (within all four modalities), writing through literacy, and Math instruction. Based on the students needs various hands on activities are utilized to ensure development of native language and scaffolding of instruction to increase English competencies. Grade level state standards and ESL methodologies are utilized to provide instruction to the students. Materials for the supplemental services include Voyager: Passport Literacy and V-Math. Dictionaries in English and Spanish are used to support reading comprehension. Math materials will be utilized to support the day school curriculum and will focus on following directions, understanding sequence and developing critical thinking skills via Go Math.

The Voyager Program provides intervention services for reading (VPassport), math skills (VMathlive) and strategies. Targeted instruction in fluency, comprehension, vocabulary, writing, listening, and speaking. Learning center rotations are provided for all students. Students work at their level and receive incentives throughout levels in both content areas. The online component Ticket to Read is one of the incentives that promote attendance.

During the sessions and with access to the online component students utilize the web-based learning that offers scaffolding that helps with problem-solving specifics, step by step hints and onscreen tutoring focused on visual representations of math and literacy concepts. At the end of the program (May 2015) all students will receive a certificate of completion, and other rewards of accomplishment. We also provide supplemental services via our Saturday Academy School Program.

### Grades K-1 Saturday Program

1 Teacher ESL

10 students Saturday (9:00 AM-1:00PM)

Total 10 students Per week

Supplemental services begins on January 10, 2014. The projected end date is May 2, 2015. The program emphasizes direct data-driven instruction and includes: Learning center rotations, fluency centers for read-alouds, and small group instruction of ten students per class with a total of 1 k/1 class per session for ELL's. Students are tested and data is calculated. Students are grouped by need. Red Tier these are students that need the most intervention. Yellow Tier students are those who need some support. Green Tier are those students who work independently, making choices on their own.

Teachers will provide supplemental support to students who are identified as Beginners and Intermediate on the NYSESLAT. Invitations will also be extended to additional students identified as ELL's. School Administration will supervise teachers. Smart Start Education will provide an on-site academic coach and data management specialist to support the classroom teacher. Professional development will be provided by the on-site academic coach. The session services ELL students for a duration of four hours on Saturday for a total of 14 weeks. Here the students will be provided with small group instruction which focuses on oral language development (within all four modalities), writing through literacy, and Math instruction. Based on the students needs various hands on activities are utilized to ensure development of native language and scaffolding of instruction to increase English competencies. Grade level state standards and ESL methodologies are utilized to provide instruction to the students. Materials for the supplemental services include Voyager: Passport Literacy and V-Math. Dictionaries in English and Spanish are used to support reading comprehension. Math materials will be utilized to support the day school curriculum and will focus on following directions, understanding sequence and developing critical thinking skills via Go Math.

The Voyager Program provides intervention services for reading (VPassport), math skills

## Part B: Direct Instruction Supplemental Program Information

(VMathlive) and strategies. Targeted instruction in fluency, comprehension, vocabulary, writing, listening, and speaking. Learning center rotations are provided for all students. Students work at their level and receive incentives throughout levels in both content areas. The online component Ticket to Read is one of the incentives that promote attendance.

During the sessions and with access to the online component students utilize the web-based learning that offers scaffolding that helps with problem-solving specifics, step by step hints and onscreen tutoring focused on visual representations of math and literacy concepts. At the end of the program (May 2015) all students will receive a certificate of completion, and other rewards of accomplishment.

After School Program 2-5

Grade 2/3

1 Teacher ESL

10 students Wednesday, Thursday (2:25 -4:25)

Grades 4/5

1 Teacher Bilingual

10 students Wednesday, Thursday (2:25 -4:25)

Total of 20 students per week

Supplemental service begins on October 29, 2014 for grades 2-5. The projected end date is May 1, 2015.

The program emphasizes direct data-driven instruction and includes: Learning center rotations, fluency centers for read-aloud, and small group instruction of ten students per class with a total of 2 classes with 2 ESL/BL for a total of 20 students. This includes a 2/3 class and a 4/5 class. Students are tested and data is calculated. Students are grouped by need. Red Tier these are students that need the most intervention. Yellow Tier students are those who need some support. Green Tier are those students who work independently, making choices on their own. Students are tested and data is calculated. Students are grouped by need. Red Tier these are students that need the most intervention. Yellow Tier students are those who need some support. Green Tier are those students who work independently, making choices on their own. Teachers will provide supplemental support to students who are identified as Beginners and Intermediate on the NYSESLAT. Invitations will also be extended to additional students identified as ELL's. School Administration will supervise teachers. Smart Start Education will provide an on-site academic coach and data management specialist to support the classroom teacher.

The session services ELL students for a duration of four hours per week on Wednesday and Thursday from 2:25 -4:25 PM for 15 sessions. Here the students will be provided with small group instruction which focuses on oral language development (within all four modalities), writing through literacy, and Math instruction. Based on the students' needs various hands on activities are utilized to ensure development of native language and scaffolding of instruction to increase English competencies. Grade level state standards and ESL methodologies are utilized to provide instruction to the students. Materials for the supplemental services include Voyager: Passport Literacy and V-Math. Dictionaries in English and Spanish are used to support reading comprehension. Math materials will be utilized to support the day school curriculum and will focus on following directions, understanding sequence and developing critical thinking skills via Go Math.

The Voyager Program provides intervention services for reading (VPassport), math skills (VMathlive) and strategies. Targeted instruction in fluency, comprehension, vocabulary, writing, listening, and speaking. Learning center rotations are provided for all students. Students work at their level and receive incentives throughout levels in both content areas. The online component Ticket to Read is one of the incentives that promote attendance.

During the sessions and with access to the online component students utilize the web-based learning that offers scaffolding that helps with problem-solving specifics, step by step hints and onscreen tutoring focused on visual representations of math and literacy concepts. At the end of the program (May 2015) all students will receive a certificate of completion, and other rewards of accomplishment.

- There will be a supervisor 2-5 program because there are no other programs during the days that Title III is offered. The supervisor is needed to ensure safety for the students and staff. The supervisor's regular hours are 7:00AM – 2:30PM.

## Part B: Direct Instruction Supplemental Program Information

Saturday Academy

Saturday Program Grades 2-5

Grade 2/3

1 Teacher ESL

10 students Saturday (9:00-1:00)

Grades 4/5

1 Teacher Bilingual

10 students Saturday (9:00-1:00)

Total of 20 students per session

Supplemental service begins on October 29, 2014 for grades 2-5. The projected end date is May 2, 2015. The program emphasizes direct data-driven instruction and includes: Learning center rotations, fluency centers for read-aloud, and small group instruction of ten students per class with a total of 2 classes with 2 ESL/BL for a total of 20 students. This includes a 2/3 class and a 4/5 class. Students are tested and data is calculated. Students are grouped by need. Red Tier these are students that need the most intervention. Yellow Tier students are those who need some support. Green Tier are those students who work independently, making choices on their own. Students are tested and data is calculated. Students are grouped by need. Red Tier these are students that need the most intervention. Yellow Tier students are those who need some support. Green Tier are those students who work independently, making choices on their own. Teachers will provide supplemental support to students who are identified as Beginners and Intermediate on the NYSESLAT. Invitations will also be extended to additional students identified as ELL's. School Administration will supervise teachers. Smart Start Education will provide an on-site academic coach and data management specialist to support the classroom teacher.

The session services ELL students for a duration of three hours per week on Wednesday and Thursday from 3:00 -4:30 PM for 15 sessions. Here the students will be provided with small group instruction which focuses on oral language development (within all four modalities), writing through literacy, and Math instruction. Based on the students' needs various hands on activities are utilized to ensure development of native language and scaffolding of instruction to increase English competencies. Grade level state standards and ESL methodologies are utilized to provide instruction to the students. Materials for the supplemental services include Voyager: Passport Literacy and V-Math. Dictionaries in English and Spanish are used to support reading comprehension. Math materials will be utilized to support the day school curriculum and will focus on following directions, understanding sequence and developing critical thinking skills via Go Math.

The Voyager Program provides intervention services for reading (VPassport), math skills (VMathlive) and strategies. Targeted instruction in fluency, comprehension, vocabulary, writing, listening, and speaking. Learning center rotations are provided for all students. Students work at their level and receive incentives throughout levels in both content areas. The online component Ticket to Read is one of the incentives that promote attendance.

During the sessions and with access to the online component students utilize the web-based learning that offers scaffolding that helps with problem-solving specifics, step by step hints and onscreen tutoring focused on visual representations of math and literacy concepts. At the end of the program (May 2015) all students will receive a certificate of completion, and other rewards of accomplishment.

- There will be a supervisor for the k/1 and 2-5 program because there are no other programs during the days that Title III is offered. The supervisor is needed to ensure safety for the students and staff. The supervisor's regular hours are 7:00AM – 2:30PM.

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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: Community School 92 Transitional Bilingual/Dual Language/ and English as a Second Language programs conforms to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations. CS92 has one (1) Spanish Transitional Bilingual Education class from grades three to four and two Spanish/English Dual Language classes, Kindergarten and second grade classes in total, serving our 105 students. The number of certified teachers for the academic year 2014-2015 year is as follows : one TBE classroom teacher, two Dual Language classroom teachers, and two ESL teachers. The Bilingual, Dual Language and ESL programs housed at our school consist of the following:

a) K through grade five (5) utilizes a variety of visual and literacy strategies to promote acquisition of English and Spanish content and academic language along with cultural diversity.

b) The program maintains and fully develops the students' primary language with grade appropriate Professional Development activities for the 2014-2015 schools year at CS 92 will be continuous throughout the school year. The staff will receive staff development monthly from NYCBERN and Fordham University PSO staff. The focus will be scientific researched base implementation of:

\*Aligning Common Core State Standards to the NLA and ESL standards

\*Balanced Mathematics

\*The Principels of Learning

\*ESL Methodologies to meet the needs of the ELLs both current and former.

\*Data-based differentiated instruction

Throughout the year the ELL staff will attend staff development sessions on second learning acquisition and techniques to improve relationships between the school community and home.

Professional Development Scheduled:

September 9, "Looking at Student Outcomes". Review NYSESLAT scores and discussed "How to design an instructional Plan for ELLs. Packets shared include lesson plan templates and exemplars.

November 12, ELA Looking at student work from a Benchmark Assessment. Rubrics for tasks and projects and resources to support rubric development.

December 9, (Data aligned Instruction)

December 15 (Building Vocabulary/Student Engagement)

January 5th, February 2, March 2, (Follow Up sessions)

Presenter: Nancy Rosario-Rodriguez....Fordham PSO

- Ongoing professional development throughout the year :

ELL targeted Instruction

Using data to make instructional decisions

How do teachers know if students are progressing and what should the interventions look like

Presenter: Core Knowledge/Expeditionary Learning/Go Math/Smart Start Education Consultants

### 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

## Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Our ELL staff works collaborately with our parent coordinator to provide parent activities that supports our ELL programs. The parent coordinator is very actively involved with all of our parents and is able to provide Spanish translation during our meetings and special events. The parent coordinator encourages our parents to become learning leaders and collaborate with our neighboring schools in the recruitment and facilitation of parent meetings and trips.

Goal: To provide an overview of school protocols, classroom expectations and policies for the school year.

What: Through in class visitations, parents will be able to attend an Open House Orientation with their child's classroom teacher.

When: September, 2014

Goal: To elect a parent governing body for Community School 92. When: September 2014

-  
-  
-

Goal: To help parent learn how the DOE web page can help to keep them inform, guide them through the academic learning of their children and learn about the Common Core Standard

What: Parent Engagement

Computer Lab When: Last Tuesday of each Month

Goal: To provide an orientation to parents of ELL parents.

What: Parents whose children have been identified as ELL/LEP will be provided with information the different kinds of ELA Program When: October 2014

Goal: Parents will become familiar with the RTI.

What: Parents will be guided through the components of the Response to Intervention that is being utilized by Community School 92. When: October 2014

Goal: To inform parents about the Learning Leader Parent Volunteer Program

What: To provide parents with the opportunity to become actively involved in their child's community by volunteering as a Learning Leader and gain knowledge of the school Common core Standard and help their child become College ready and successful When: October 2014

Goal: To inform parents of the citywide initiative using ARIS Parent Link

What: To provide passwords and hands-On training in the computer lab where parents can access and track their child's academic progress/student data information. When: October 2014

Goal: To inform parents of ways they can help their children to become successful learners.

What: A Learning Leader representative will provide on-going workshop to parents in attendance with strategies to help their children get on the fast track for success. When: October 2014

Goal: To prepare parent/student on the transition into middle school

What: Transition to Middle school grade 5 parents When: October 2014

Goal: To inform parents on their child's attendance/lateness and why it's so important for them to come to school everyday

What: by utilizing the school ATS/ school data targeted students/parents are invited to attend and are shown through data the important reason a child should attend school every day.

When: November 2014

Goal: To provide parent with the necessary tools/strategies through hands-on activity to help their child become successful and college ready utilizing the Common Core Math.

What: Common Core Math Overview Parent RoadMap K-5 When: November 2014

Goal: To provide parent with the necessary tools/strategies through hands-on activity to help their child become successful and college ready utilizing the Common Core ELA.

**Part D: Parental Engagement Activities**

What: Common Core ELA Overview Parent RoadMap K-5 When: November 2014  
 Goal: To engage/motivate more parent involvement through more hand-on activities while educating some strategies in math and literacy What: Game Night Literacy/Math hands-on activity When: December 2014  
 Goal: To provide parent with more necessary tools/strategies/Web sites through hands-on activity to help their child become successful and college ready utilizing the Common Core ELA. What : Common Core Literacy  
 Computer Lab Event When: January 2015  
 Goal: To provide parent with more necessary tools/strategies/ Web sites through hands-on activity to help their child become successful and college ready utilizing the Common Core Math. What: Common Core Literacy  
 Computer Lab Event Learning Leader Alexandra Polacio When; January 2014  
 Goal: To provide parent with more necessary tools/strategies/Web sites (Think Central) through hands-on activity to help their child become successful and college ready utilizing the Common Core Math. Grade level What: Common core Math  
 Grades 3,4 & 5 Think Central When: February 2015  
 Goal: To provide parent with more necessary tools/strategies/ Web sites through hands-on activity to help their child become successful and college ready utilizing the Common Core ELA. Grade level What: Common core ELA  
 Grades 3,4 & 5 Learning Leader Alexandra Polacio When: February 2015  
 Event When: February 2015  
 Goal: To Provide materials/ sample and websites link such as “Bright Kids “where parent can access information regarding what is expected and by grade (test prep)  
 What: Preparation for NY State Test Presenter James Fleming from Bright Kids When: March 2015  
 Goal: To Provide More materials/ sample and websites link such as “Engrade” where parent can access information regarding what is expected and by grade (test prep)  
 What: NY State test Prep Alexandra Polacio When: March 2015  
 Goal: To provide parent with the necessary support/ information and material in order to re-enforce NY State Science Test What: Prep for the NYS Science Test Parent Support When: April 2015  
 Goal: To engage/motivate more parent involvement through more hand-on activities while educating some strategies in math and literacy What: Game Night Literacy/Math hands-on activity When: May 2015  
 -  
 -  
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**Part E: Budget**

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

Allocation Amount: \$13752

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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum</li> </ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13752

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>092</b>
School Name <b>Community School 92</b>		

### 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 <b>Yasmin Lugo-Hernandez</b>	Assistant Principal <b>Jacek Polubiec</b>
Coach <b>type here</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Jerome Wise/ Adela Martorell</b>	School Counselor <b>Zaida Glass</b>
Teacher/Subject Area <b>Rosa Montalvo/Dual Language</b>	Parent <b>Janelly Valet</b>
Teacher/Subject Area <b>Nekia Williams/4th gr/ELA</b>	Parent Coordinator <b>Mildred Rodriguez</b>
Related-Service Provider <b>Alexis Ortiz- Speech</b>	Borough Field Support Center Staff Member <b>Socorro Diaz</b>
Superintendent <b>Rafaela Espinal</b>	Other (Name and Title) <b>Hilda Robles, AP</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	419	Total number of ELLs	88	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>				0	0									0
<b>Dual Language</b>	0	1		1										0
<b>Total</b>	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					
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	85	<b>ELL Students with Disabilities</b>	17
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	20	0	0	0	0	0	0	0	0	0
<b>ENL</b>	65	3	17	3	1	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

**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	13	13	0	0	7	7	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE					0														0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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	0	0	0	0	0	0	0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
10

Number of students who speak three or more languages: 0

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	12	4	13	10	14	11	0	0	0	0	0	0	0	0
Chinese	0													0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	1										0
Haitian														0
French		0												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0			0		0								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	4	3	4	4	9	2	0	0	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	2	4	3	2	2	4	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	3	1	3	5	1	2	0	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	4	9	5	7	2	3	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	4	5	0	2	1	0	0	0	0	0	0	0	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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1	0	0	0
4	8	1	0	0	0
5	15	4			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	3	3	1	0	0	0	0	0
4	5	4	0	0	0	0	0	0	0
5	20	0	1	0					0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	2	4	4	0	1	0	0	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)	13	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Assessments for the ELLs students includes TCRWP Running record Assessment, NYC Performance Assessment, NYISTELL, DIBLES, and NYSESLAT. Students in grades K-5 are assessed using Core Knowledge unit assessments. Teacher made reading and writing assessments for ELLs are also used. Estrellita assessment is used to assess native language skills of students in grade K-2. These tools indicate that a focus needs to be placed on ongoing review and analysis of students work samples to identify entry points for instruction to support grade level language acquisition and progress on NYSESLAT exam. The data also determined that scaffolding is important in the form of direct instruction, questioning techniques, and modeling correct grammar. Students need to be exposed to various genres of literacy with a balance of literary and informational text. Academic language will develop when students engage in rich conversations.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 After reviewing the NYSITELL and NYSESLAT scores we used the 2015 NYSESLAT Scale Score Ranges for Determining English Language Proficiency to identify the data patterns across performances levels within each grade band. We noticed varied similarities and differences with all 4 modalities in each grade. One major pattern that we noticed within grades K-5 was the writing modality scores were low. After reviewing the AMAO tool, we seen significant changes throughout the modalities across the NYSESLAT test over the past years of testing. Each year students are either decreasing or increasing proficiency level based on data from LAB-R/NYSITELL and NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
 ESL teachers attended in house as well as PD on how to analyze NYSESLAT data using the AMAO tool kit. At the AMAO tool training we learned how to analyze data across levels. We looked at data using the AMAO tool. It reveals students increase and decrease scores each year. Once this data is collected we then have to meet as a team to plan for our next steps in supporting our students. We should continue to use our heterogenous pull-out or push-in model to service our ELL students. This also signifies we should continue to give professional development to classroom teachers on how to use more ELL strategies and continue co-planning. between content area teachers and ELL teachers.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- The following information pertains to both our Dual Language programs and our Freestanding English as a New Language program:
- Most of our ELLs are performing below grade level (levels 1 & 2) in the areas of ELA, math, and science. This pattern is the same across performance levels and grades. When tested using their home language the results are about the same.
  - School leaders and teachers of ELLs meet on a regular basis to examine test results and data from ELL periodic assessments. We look at our students needs based on a skill assessment and target these skills during small group instruction.
  - From the ELLs periodic assessments we are learning that our students need more strategic interventions to be provided in both English and the home language.
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*.]
- All ELLs have an opportunity to experience strong core Tier 1 instruction by qualified and certified classroom teachers. Baseline assessments identify students who are not making academic progress at expected rates. These students receive intensive, targeted interventions. As the student progress is monitored, the school adjusts instruction for individual ELLs, or groups of students with similar needs, and when systematic patterns are identified, adjustments to the instructional core are made. We are encouraged to use a three tiered intervention support system for students struggling. Students that are meeting/not meeting ESL benchmarks are identified and given small group AIS support and whole group support during our 1 full hour of Extended Learning Time (ELT). Students that are not performing and /or improving with AIS support is then identified to receive one to one instruction with our Reading Recovery Specialist. This instruction is done through the pull out model.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- At registration we assess the students proficiency orally in English to help us determine our instructional decisions. We provide students with NLA instruction during the day. Classroom teachers are encouraged to use glossaries and text support in the students native language. All teachers receive ongoing professional development on effective strategies for acquiring second language as well as training on providing multiple forms of presentation, expression and engagement suitable for ELLs. The (TOMs) will help teachers plan for targeted language instruction through various differentiation and scaffolding within each of the 4 modalities.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- English-proficient students (EPs) are assessed in the target language by using the following:
    - Estrellita: Estrellita is a complementary, accelerated, beginning reading program. This program provides multi sensory, in depth instruction in phonemic awareness, phonics and fluency. The program also provides a differentiated instruction that is built into the program to accommodate Tier 1, 2 and 3 students.
    - For Math, Go Math (Spanish) is used. This program has built in assessments that can be translated to Spanish.
    - Portfolios: Sample of student's work (in Spanish) collected over time that shows growth and development.
    - Observations: Observation of students's academic, linguistic, or social behaviors (in Spanish).
  - The level of language proficiency in the target language for EPs is intermediate.
  - Our EPs in grades 1 and 3 have not taken ELA/Math state exams yet. But in other assessments they are performing below grade level.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- School administrators and teachers examine data from different sources, State, ELL periodic, and formative assessments to determine student growth. We examine state test results against the AYP targets set for our ELLs in order to determine the success of our ELL programs.

## Part IV: ELL Identification Process

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

- 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.

At the beginning of each year a team consisting of the following members: School Secretary, Bilingual Family Worker, Bilingual Parent Coordinator, ESL teachers, and SETTS teacher form a registration committee. Each member is provided with a description of the steps to initially identify students who may be ELLs. The following delineate the roles and responsibilities of each faculty member who will participate in the registration process:

1. School Safety Agent gives each parent a registration pass to the main office.
  2. Staff members checks addresses and give parents information regarding their zone school and if they are zoned to our school, they receive a registration number and checks CAP system to verify Special Education status.
  4. Staff members explains the registration process and assure the parents have all documentation papers necessary for registration.
  5. ESL/ENL teachers, Mr. Jerome Wise and Ms. Adela Martorell, provide assistance, as well as walk the parents through the process in filling out the Home Language Identification Survey forms. Pedagogues review the HLIS. An informal oral interview in English is given to the child by the ESL/ENL teacher or pedagogue. If the child doesn't respond to the English interview our Bilingual ESL/ENL teacher or pedagogue will conduct the interview in Spanish. If the child's home language is other than English or Spanish we will seek a DOE translator to help provide us with the interviewing process. Students who will need testing for ELL status will be assessed with the NYSITELL test within 10 days of admission to our school. If child is indeed an ELL and home language is Spanish, Spanish LAB test is also administered. Parents will be notified within the first 5 days of testing to receive an Entitlement letter of child's ELL status. ELL Students with IEPs are placed according to the services they are required to receive.
  6. The Principal reviews new entrance slips and assign students to their classes.
  7. Pupil Accounting Secretary, enters all registration information into A.T.S.
  8. Parents of newly enrolled ELL students are provided with an ELL orientation session. A parent video presentation provided by the DOE is viewed by the parents that describes the 3 ELL programs throughout NYC DOE schools; (TBE) Transitional Bilingual Education, (DL) Dual Language, and (ESL)English as a New Language/(ENL)English New Language programs. Usually, in the month that follows, there is a school-wide parent orientation in the auditorium and throughout the year. During that orientation the parents are provided with information regarding the chancelors regulations, the NY state standards, NYC and NYS assessments, school expectations and general program requirements that effects our ELLs and the rest of our student population.
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).
- We administer the SIFE questionnaire, get additional information from parents, and provide informal assessments in reading, writing, and math to try determine academic level of functioning in the home language. As a team we look at samples of student work.
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).
- NYSITELL eligibility for students entering school with IEPs (from within the United States) are based on the determination of the Language Proficiency Team (LPT). The CS 92 LPT members are: Hilda Robles, AP; Robert Trevino, IEP/SETSS teacher; Dr. Carla Ross, School Psychologist, and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following: answers to the HLIS questions, student's history of language use in the school and home or community, results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, and Information 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 must make 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. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review • The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language . The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.
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.

ELL students in TBE, DL or ESL instructional programs are placed in their classes based on the NYSITELL /or NYSESLAT scores and parent choice as indicated on the Parent Survey. Newly admitted ELL students are provided with an individual orientation meeting upon registration. This meeting is conducted in English or in the parents native language with the ESL teacher, teacher pedagogy or conducted with a qualified interpreter/translator or mode of communication the parent or guardian best understands . Entitlement and non-entitlement parent notification letters are mailed to parents. Also, a copy of the letter is sent home with the student in their backpack or homework folder.

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).

Parents are informed during the ELLs orientation that they have the right to appeal ELL identification status within 45 days. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

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.

Our school notifies parents via letter of their child's eligibility for ELL services and provides information and program selection through parent orientations (in the parents' preferred languages). When a new ELL enrolls, we inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Our ESL certified teachers, Mr. Jerome Wise and Ms. Adela Martorell, assisted by our Parent Coordinator, Ms. Mildred Rodriguez, conduct the parent orientation meeting. Attendance records, staff members present at the orientation, and languages used other than English are recorded. During the orientation, we also provide information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language programs. The orientation is offered in a language or mode of communication that the parent or guardian best understands. We contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff.

After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program if one exists at our school; otherwise, the student is placed in ENL. We document and include attempts to gather initial parent selection preference.

After reviewing the Parent Survey Forms and Program Selection forms, the trend in program choices that parents have been requesting is as follows:

1. Parents whose Native Language is Spanish request their child enters either the TBE or ESL program. Currently, we are observing a new trend in which many parents of newly admitted ELLs have requested ESL or the Dual Language program. We now have two Dual language classes, a Kinder class and a 2<sup>nd</sup> grade class. Our long term plan is to continue to expand the Dual Language program to have a Dual Language class on each grade.
2. Parents of new admits, whose native language is Spanish and are entering the New York City Public School system for the first time, request their child be placed in a Bilingual Program.
3. Parents of a transfer student, whose native language is Spanish and has had their child in a Bilingual Program, request their child continue their education in a Bilingual Program.

Thus, the programs in our school are aligned with parental request. Regardless of the parent's choice whether it be Transitional Bilingual, Dual Language or the ESL/ENL programs, the students who are determined to be ENTITLED based on their status are scheduled for the NYSITELL and or Spanish LAB assessment within the first ten days of admission to any New York City school. In our school grades k-2 our bilingual ESL teacher administers the NYSITELL and or Spanish LAB. In grades 3-5 the ESL teacher administers the NYSITELL. Our bilingual ESL teacher administers the Spanish LAB assessment for grades 3-5 as well. Both assessments are scanned through ATS as part of protocol. After the scanning process of both assessments, NYSITELL and Spanish Lab the ESL teacher downloads 2 reports from ATS, a print out report for: (RSLR) Spanish Lab and (RLCB) NYSITELL assessment for our future placement, planning and decisions making for our ELL students.

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.

We invite parents to attend the parent orientation by sending a letter home with a copy in the student backpack. This letter is written in English and the home language, in most cases, Spanish. We follow up with a phone call home reminding parents about the parent orientation. Parent Surveys and Program selection forms are distributed by our ESL teachers, Mr. Wise and Ms. Martorell, during

parent orientation. In most cases, parents fill out the form immediately. However, if the parent takes the form home or if they don't attend the orientation, Mr. Wise/Ms. Martorell call them to conduct the orientation by phone, or remind them about completing and sending us the form, whichever the situation may be. We inform parents of the high importance of these documents and the reason they need to complete thoroughly and in a timely manner. Our school has a check-off form to keep track of the forms that have been completed and returned. Completed forms are placed in the student CUM. A copy is kept in a binder. Based on parent responses, we send notifications to parents if we have enough students to open a bilingual class. If parents do not respond, we place students in a bilingual class as default. If bilingual class does not exist, they receive ENL services.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We created our own checklist to keep track of the forms that have been returned. For the ones that have not been completed and returned, we send home follow-up letters, we make phone calls to home, and if still unable to reach parents, we send our family workers to do home visits.
9. Describe how your school ensures that placement parent notification letters are distributed.  
We mail placement parent notification letters home and we backpack a copy of the letter with the student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ESL teachers file the returned entitlement letters and parent surveys selection forms in their office. At the beginning of each year the parents receive notification letters of entitlement, continued entitlement, if the students scored at the proficiency level they receive the Non-Entitlement Transitional letter. All students who achieve proficiency are provided with two years of support services such as test modifications and admission to ELL Saturday Acadamey and AIS services.
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.  
We download the NYSESLAT Eligibility report from ATS. All ELLs identified on the report are administered the New York State English Language as a Second Language Arts Test (NYSESLAT). Each year during our monthly ELL staff meetings we review the entitlement list and testing procedures and protocols to ensure all students are tested. The Dual Language, TBE, and ESL teachers will meet to review and discuss ELL data. We meet to further discuss testing procedures: ie, teacher directions, rubrics, and other testing materials. The testing coordinator meet with testing staff to review and check to ensure all students have been administered all sections of the NYSESLAT. If students are absent, we make sure that students make-up the section needed during the testing window. Next, training is provided in scoring the examination and per-session is offered to schedule per-session teachers to exchange and score the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
We mail continued entitlement and transitional support parent notification letters to home. We also send a copy to parents via student backpack.
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 Forms and Program Selection, the trend in program choices that parents have been requesting is as follows:
  1. Parents whose Native Language is Spanish request their child enters either the TBE or ESL program. Currently, we are observing a new trend in which many parents of newly admitted ELLs have requested ESL or the Dual Language program. We now have two Dual language classes, a Kinder class and a 2nd grade class. Our long term plan is to continue to expand the Dual Language program to have a Dual Language class on each grade.
  2. Parents of new admits, whose native language is Spanish and are entering the New York City Public School system for the first time, request their child be placed in a Bilingual Program.
  3. Parents of a transfer student, whose native language is Spanish and has had their child in a Bilingual Program, request their child continue their education in a Bilingual Program.Thus, the programs in our school are aligned with parental request. Regardless of the parent's choice whether it be Transitional Bilingual or ESL program selection the students who are determined to be ELLs are scheduled for the NYSITELL and or Spanish LAB assessment within ten days of admission to any New York City school. In the grades k-2 the ESL teacher administers the NYSITELL and or Spanish LAB and in grades 3-5 the an ESL teacher administers the NYSITELL or Spanish LAB assessment and scores it for submission.

## A. Programming and Scheduling Information

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

Our schools has two ESL certified teachers, Ms. Adela Martorell and Mr. Jerome Wise. Ms. Martorell works primarily with our K-2 ELLs and Mr. Wise works with our 3-5 ELLs. In the Free Standing ENL program, ELLs receive ENL instruction according to their grade and NYSESLAT proficiency level. Our school implements the "Push-In" model for integrated ENL instruction, thus providing two certified teachers (one ESL certified) in the classroom, and a "Pull-Out" model where stand alone ENL instruction is provided by an ESL certified teacher. In both models the ENL teacher works collaboratively with the classroom teacher to support and enhance the instruction of ELL students. Students receive the required number of minutes of ENL instruction (stand alone/integrated) according to their NYSESLAT/NYSITEL proficiency level and as required by CR Part 154.2. In the integrated ENL instruction model students on the same grade are grouped heterogeneous (mixed proficiency levels). In the standalone model students from two contiguous grades are pulled out and grouped heterogeneous (mixed proficiency levels).
  - b. TBE program. *If applicable.*

Not applicable.
  - c. DL program. *If applicable.*

We have two dual language classes, 1<sup>st</sup> and 3<sup>rd</sup> grade where the target language is Spanish. The Dual Language program uses the 50-50 model. The materials that are used are emphasizing English Language acquisition in all of the basic content-area. Students learn through the Core Knowledge program which is aligned to the core curriculum. The Dual Language teachers use the Estrellita Spanish phonics program to build native language phonic skills.
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)?

Hilda Robles, AP, supervisor of ELLs in our school worked together with Mr. Wise and Ms. Martorell to create their programs and ensure that ELLs are serviced according to their English proficiency level and the number of minutes as per CR Part 154.2. Students in our two dual language classes receive instruction in both Spanish and English using the 50-50 model where language of instruction is alternated, one day English, next day Spanish. Our ENL program, stand alone and integrated, offers home language support that gradually decreases as the student gains English language proficiency, and it can range from 100 to 25% home language support.
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.

Students in grades K-5 use the Core Knowledge program for ELA instruction (CK listening and learning, and CK skills), TC writing project and the Go Math program for math instruction. All programs are aligned to CCLS standards. Core Knowledge, particularly for grades 4 and 5, uses social studies and science content. Also, teachers have additional periods in their program designated to teach social studies and science. In dual language classes instruction is delivered in English and Spanish using a 50-50 model described above. In the free standing ENL program, core content is taught in English with home language support. Teachers develop language objectives which are included in the lesson plans and evident in the manner in which the instruction is delivered, with additional emphasis put on vocabulary and comprehension skills in Math, Science, Social Studies, Music, Art, and Drama.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are provided with home language assessments as needed. In most cases teachers create translated versions of informal assessments. Students are encouraged to answer in their home language, if they need that support. Translated versions of assessments are provided, if available, for math, science, and social studies. Students in grades K-2 are assessed using Estrellitas Spanish assessment. Teachers in upper grades use running records as well as A-Z Spanish Language assessment.

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

We conduct periodic assessments in reading and writing. Our ELA program, Core Knowledge, includes a listening and learn component that has their own assessments built in. We provided a block of time for independent reading everyday. During this time teachers assess by using running records. Teachers meet with guided reading groups. For writing, students keep writing portfolios. Teachers assess and provide feedback. Students are encouraged to do oral presentations about their work. They are also guided to have discussions and use accountable talk prompts. Teachers are currently developing assessments based of the four modalities of English Language acquisition. These assessment are modeled after the NYSESLAT assessment and administered monthly. Teachers maintain data collected during these assessments in order to monitor students' progression along English language acquisition continuum.

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- When enrolled Students with Interrupted Formal Education (SIFE) are assessed using the oral interview questionnaire, the Literacy Evaluation for Newcomer SIFE (LENS) , and the NYSITELL. SIFE students are provided with differentiated instruction based

on their academic functioning, and their ability levels in English and/or native language. The classroom teacher is responsible for

assessing and grouping the students for instruction. Small group and guided instruction should be provided. As the school year

progresses teachers use observations and samples of student work to measure progress and determine next steps for instruction. The

ENL teacher schedules the SIFE students into their program and begins to teach with a strong focus on academic language as well

as content vocabulary.

b. Newcomer- Instruction is differentiated according to academic functioning and language proficiency levels. If necessary, strong

home language support should be provided at first. Student may benefit from using technology in the classroom, computer - assisted

reading programs, listening centers, etc. Students may benefit also by partnering up with a higher achieving student, proficient in

both languages. Based on formal/informal assessments, student work and teacher observations teachers make the necessary adjustments to meet student's needs.

c. Developing- Provide ample opportunities for English language development while providing some home language supports.

d. Long Term- Provide Academic Intervention Services such as small group instruction, Saturday/ Extended Day Literacy and Mathematics Academy to enhance academic skills and language competency. The language of instruction is based on the teachers'

recommendations and the New York State English as a Second Language Achievement Test. Long term ELLs are still serviced by the

ENL teacher and are offered extra intervention in our Reading and Math via the push in and pull out program for. ELLs identified

as students with disabilities are serviced by the ENL teacher. Modalities of instruction are differentiated to provide multiple entry

points for all students to provide multiple means of representation, action/expression and engagement to include role playing,

books on tape, graphic organizers, phonemic awareness as well as basic literacy and math skills instruction. The materials used also

depends on the students instructional level, programs utilized are: Core Knowledge and Go Math.

e. Former ELLs- Will receive 90 minutes of integrated ENL instruction offered by two teachers (one ESL certified) or a dually certified teacher up to two years after achieving commanding level.

All ELLs and former ELLs up to two years are entitled to receive testing accommodations: time limit extended to time and a half, separate location, use of bilingual glossaries, use of test booklets in both languages, oral translation (if necessary), etc.

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.

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

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

Teachers of ELL-SWDs provide instruction based on student's IEP and student's needs. With the assistance of Mr. Trevino, IEP/SETSS teacher and Ms. Robles, AP, supervisor of ELLs and Special Ed, our teachers and staff work diligently to ensure compliance and that all mandated services listed on IEP are provided. ELL-SWDs have been included in the ENL teachers schedule and receive ENL instruction as per mandates of IEP and CR Part 154.2. If an ELL-SWD needs bilingual instruction and that class does not exist, student receives an Alternate Placement Paraprofessional to assist with academics and translation. Teachers of ELL-SWDs utilize various instructional strategies to differentiate modalities of instruction and provide role playing, books on tape, graphic organizers, phonemic awareness and basic literacy and math skills. The materials used also depend on the students instructional level, programs utilized are: Core Knowledge, Wilson Foundations, Go Math, Times for Kids, NYC Science and Social Studies Scope and Sequence K-5, Common Core Standards, balanced literacy strategies and rubrics. Small group data-driven instruction is utilized where students are continuously assessed. Instruction is structured according to UDL principles. Computers and Smartboards are used extensively throughout the building. Data-driven flexible grouping is utilized by the teacher who sees students in small groups and on a daily basis. Via weekly grade meetings he is able to articulate with the classroom teachers and obtain additional information to align his support services with the classroom instruction. These students are also included and serviced via our ICT classes, Extended Day, Saturday Academy, and are included in all core curriculum instructional program via computers, music, art, drama, guidance, and special events such as plays, trips, and grade celebrations.

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?

Our school provides flexible scheduling, mainstreaming, and differentiated instruction to ensure that ELL-SWDs achieve their IEP goals and attain English proficiency while being instructed in the least restrictive environment. Curricular modifications are made by special ed teachers to make curriculum and content accessible to ELL-SWDs. Teachers collaborate with the school based support team to carefully review present level of functioning and academic needs in order to determine what is the most appropriate setting to service students in the LRE. Six weeks of AIS/RTI are offered to students who are struggling academically before considering a special ed evaluation.

Chart

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

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

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

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



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

Chart

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

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

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

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

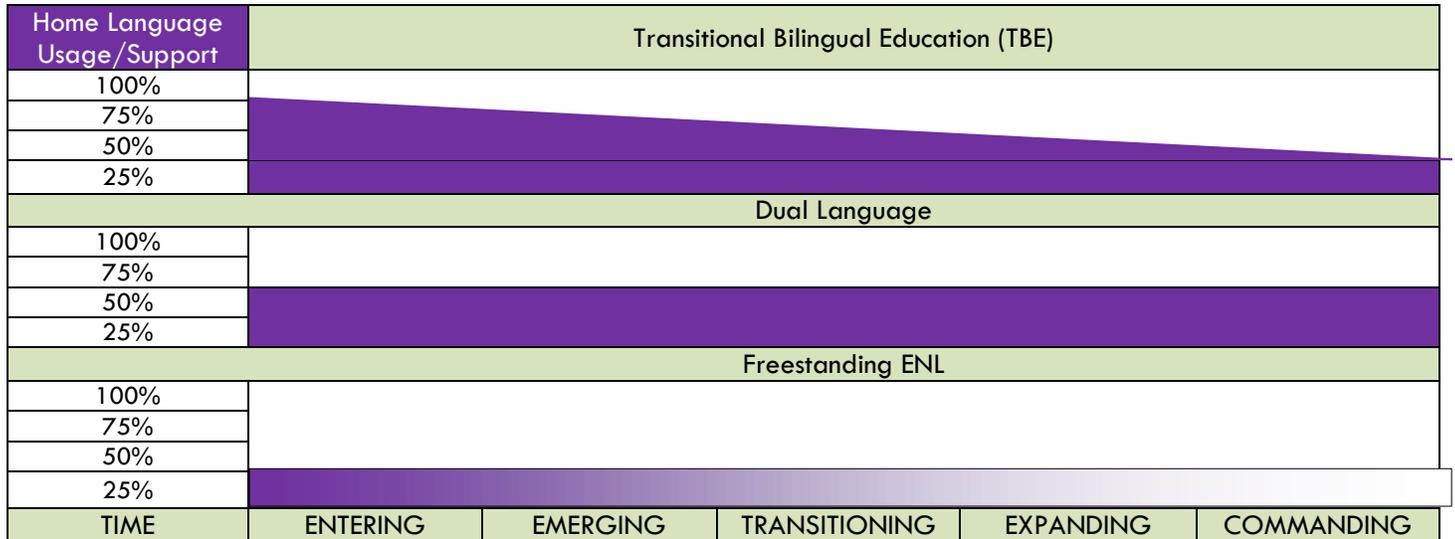


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Services provided by AIS teacher (ELA & math), AIS 30 minutes per day in ELA/Math provided by classroom teacher and out of classroom staff, Extended Learning Time 1 hour per day, Reading Recovery for 1<sup>st</sup> graders.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on our data our ELLs are not making much progress in the areas of ELA, math, and ENL but we are looking at revamping the program to better serve the needs of our students.
12. What new programs or improvements will be considered for the upcoming school year?  
Core Knowledge program will be used with all ELLs. In dual language classes we will provide teachers with leveled libraries in Spanish to support the Core Knowledge domains.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are given the same opportunity as all other students to participate in school programs. Currently we have a partnership with Aspira and an after school program called NYJTL. Some of our ELLs are attending this program. We will use Title III funds to provide after school program two days a week, Wednesdays and Thursdays, and we will also do a Saturday Academy.
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.  
Some of the instructional materials and computer based programs we use in our school to support ELLs include: listening centers, myON Literacy Reading Based program, BrainpopESL, and Flocabulary. On the Smartboard we use: Engageny.org, ThinkCentral.com, ReadingA-Z.com, Starfalls.com, Pbskids.com, Shepardsoftware.com, Havefunteaching.com, Schooltubes.com, MotherHubburdsCupboard, ABCya.com, and Self-made smart board lessons. We also use different apps on Ipads. We use interactive tools on smart board during math. We use the smartboard for CKLA engageny has all the stories online. We show the students images of the stories and support vocabulary. Flocabulary will be used for the upper grade ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
DL programs use the 50-50 model alternating Spanish and English instruction on a daily basis, one day English, next day Spanish instruction. ENL programs use home language supports: oral translations by teachers, books/worksheets/ materials provided in the home language, students allowed to use bilingual glossaries, partnering students with English proficient peers, encouraging students to answer/write responses in their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We monitor services provided to ELLs to ensure that these are age/grade appropriate and similar to what their monolingual counterparts are receiving keeping in mind the additional supports that ELLs are entitled to, their proficiency level in English and home language and their individual needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
General student and parent orientation provided by principal, Ms. Lugo-Hernandez, and parent coordinator, Ms. Mildred Rodriguez. Team building activities provided by classroom teachers and Ms. Zaida Glass, school counselor.
19. What language electives are offered to ELLs?  
At this time we do not offer any language electives courses in our school, but we will consider offering them in the near future.
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)?
    - a. Dual language model used is self-contained. EPs and ELLs are integrated 100% of the time during the instructional day in the same class.
    - b. Our school uses a 50-50 model. Core content areas are taught in both English and Spanish.
    - c. Instruction is provided one day in English, next day in Spanish and so forth, alternating from one day to the next.
    - d. Emergent literacy is taught in both languages at the same time, alternating days.

## 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.)  
The Assistant Principal, and ELL teachers and other support staff in our school are selected to attend professional development days out of the building specifically pertaining to English Language Learners as offered by the Office of English Language Learners. These professional development opportunities are scheduled throughout the school year and include scheduling all ELL teachers to attend monthly meetings to discuss data and strategies for meeting the needs of our ELLs and sharing the best practices. The ELL personnel also receive calendar days on the implementation and data interpretation of the NYSITELL and NYSESLAT data as well as standardized assessments and the Inquiry Process. To support ELLs students in the transition from elementary to middle school the Parent Coordinator in conjunction with our principal schedules meetings with the teachers on the selection process and middle school options. Assembly programs are scheduled where students are informed and have an opportunity to ask questions about middle school. These sessions are also held in the classroom by the classroom teacher so that the students can complete comprehend and ask questions. In addition, feeder schools also schedule orientation and recruitment visits to our school. Most importantly we share with our parents that they are welcomed to come back to CS92 anytime and meet with our Parent Coordinator for on going support. Once ELL professional development has been received by ELL staff member(s) the professional development is then "turn-keyed" to staff. Agendas and any information that was gathered from the PD is copied and placed into the main office's ELL file. An additional set of copies are placed into the ELL binders of the ESL teachers.
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?  
PD plan for school year 2015-2016 will include: data analysis (NYSESLAT, baselines, and other assessments given during the school year), alignment of instruction to CCLS, instructional planning, differentiating instruction for ELLs, NYSESLAT components, analysis of growth
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our school counselor, Ms. Zaida Glass, works closely with staff to guide students through the middle school selection process. We advertise middle school open house activities in our school. Our staff strongly encourages parents and students to visit middle schools they are interested in. In May, an articulation team composed of the guidance counselor, one 5<sup>th</sup> grade teacher, and a school administrator visits our zone middle school to gather information about their instructional programs and services provided so we can share with the rest of the staff, students, and parents.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Professional development will be offered in our school around the following topics: meeting the needs of English language learners, differentiating instruction for ELLs, theories of second language acquisition, co-teaching strategies, integrating language and content instruction for English language learners, new provisions of CR Part 154.2, Targets of measurement for ELLs in the four modalities and alignment to CCLS.

### 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?

Open house meeting is held at in September to welcome parents and discuss goals of ELL programs and services available for ELL students and parents. We provide translation and interpretation services for those parents who need these services. Throughout the year ESL teachers work collaborately with classroom teachers to ensure that parents are regularly informed of their child's academic progress. Parents are informed via one on one meetings scheduled by teachers, written communication (letters/e-mails), and phone calls.

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. Answer to question # 2- All ELL-related documents are kept in the student's cumulative record. Our school also maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. Critical ELL documents include the following:

- Dated and signed copies of each student's o Home Language Identification Survey
- o Parent Survey and Selection Form
- o Program Placement Letter
- o Entitlement letter (newly identified ELLs)
- o Continued entitlement letter (continuing ELLs)
- o Non entitlement letter
- o Language Proficiency Team NYSITELL Determination Form

#3 Our parent coordinator, Ms. Rodriguez, maintains a binder with agendas, attendance forms, parent outreach logs, needs surveys, and other documents. Teachers keep logs of all outreach and communications sent to parents.

We also maintain parent communication through the following:

- Backpack notices
- Monthly parent newsletter
- Parent Coordinator bulletin board
- PTA bulletin board
- SLT meetings
- Telephone Message System
- School sign (located in front of the building)

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with ASPIRA to provide workshops and services to ELL parents. We also partner up with nearby schools, CS 211 and CS 57 to provide GED, ESL and computer classes for parents.
5. How do you evaluate the needs of the parents? Parent Needs are determined by: Surveys, personal requests, meetings and through email. Our parent coordinator responds immediately via email and/or sets up necessary meetings (with translation) when requested. Surveys are analyzed by the SLT and school's Academic Leadership Team. Changes are made based on survey outcomes.
6. How do your parental involvement activities address the needs of the parents? The Parent Coordinator, Ms. Rodriguez, conducts monthly meetings and/or workshops, providing translation when needed. We use the information gathered from parent surveys, meetings, and communications to guide our workshop offerings.

### 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.

## Part VI: LAP Assurances

**School Name: CS 92****School DBN: 092x**

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)
Yasmin Lugo-Hernandez	Principal		10/30/15
Jacek Polubiek	Assistant Principal		10/30/15
Mildred Rodriguez	Parent Coordinator		10/30/15
Jerome Wise	ENL/Bilingual Teacher		10/30/15
Janelly Valet	Parent		10/30/15
Rosa Montalvo, DL	Teacher/Subject Area		10/30/15
Norma Colon, DL	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Zaida Glass	School Counselor		10/30/15
Rafaela Espinal	Superintendent		10/30/15
Socorro Diaz	Borough Field Support Center Staff Member		10/30/15
Hilda Robles	Other <u>AP</u>		10/30/15
Adela Martorell	Other <u>ENL Teacher</u>		10/30/15
Nekia Williams	Other <u>4</u> <u>th</u> <u>gr/ELA</u> <u>teacher</u>		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **12X092**      School Name: **CS 92**  
Superintendent: **Ms. Espinal**

### Before you begin, please check the following:

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

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

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

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

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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.

Language identification assessment is done thorough review of the HLIS, ATS Reports and surveys conducted by parent coordinator in September. Additionally, during the intake registration the ESL teacher interviews the parent and assesses language need during that time. The language welcome poster is also used to determine language need of parents. Due to high registration numbers, we do a second review in October and take similar steps.

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.

Spanish, French (1), Arabic, Chinese (1),

### Part B: Creating a Communications Calendar

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

Parent Handbook  
Parent Teacher Conferences  
NYS Testing Information letters  
Parent Surveys  
Entitlement letters for services

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.

Parent Teacher Conferences  
Open School Night  
Parent Engagement on at least one Tuesday per month  
Coffee with the Principal

### **Part C: Providing Language Assistance Services**

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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.

Spanish translations will be done in house. We will be using the translation and interpretation unit as well as the Big Word to ensure proper translation for letters and face to face meetings.

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

The Big Word interpreters will be used to ensure proper translation for face to face meetings. For one on one meetings we will be using the Translation and Interpretation unit (phone).

### **Part D: Training Staff on Policies and Procedures**

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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.)

Engage the support of the Translation and Interpretation unit for PD for our Parent Coordinator and office staff so that they could be kept abreast of all the resources to assist with translation and interpretation. Additionally, we keep a language ID card in the main office to help parents feel welcome and so that we can in turn provide them the translation they need.

## **Part E: Providing Notice of Language Assistance Services**

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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

Documents that exist in the required language will be duplicated and shared with parents. We have also budgeted money for translation services both for face to face meetings and documents that need translation.

## **Part F: Monitoring and Quality Control**

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

We will have an in-house team to ensure we are supporting complying with the required services. Additionally, we will have a mid year survey and end of year survey for parents. We will ensure to ask questions about interpretation services.