

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X095

School Name:

P.S. 095 SHEILA MENCHER

Principal:

SERGE MARSHALL DAVIS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 95 School Number (DBN): 10X095
Grades Served: PK - 8
School Address: 3961 HILLMAN AVENUE – BRONX, NEW YORK 10463
Phone Number: 718 – 796 - 9200 Fax: 718 – 796 - 7330
School Contact Person: SERGE MARSHALL DAVIS Email Address: SDAVIS6@SCHOOLS.NYC.GOV
Principal: SERGE MARSHALL DAVIS
UFT Chapter Leader: JAMES REGAN
Parents' Association President: MARIE GALAZAR
SLT Chairperson: FRANCHESKA CEBALLOS
Title I Parent Representative (or
Parent Advisory Council
Chairperson): AMA TETTEH
Student Representative(s): N/A
N/A

District Information

District: 10 Superintendent: MELODIE MASHEL
Superintendent's Office Address: 1 FORDHAM PLAZA – Bronx, NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718 – 741 - 7098

Borough Field Support Center (BFSC)

BFSC: BRONX Director: JOSE RUIZ
Director's Office Address: 1230 ZEREGA AVENUE, BRONX, NY 10462 / ONE FORDHAM PLAZA,
BRONX, NY 10458

JRuiz2@schools.nyc.gov

Director's Email Address:

718-828-7776/718-741-8895

718 – 828-6280

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Serge Marshall Davis	*Principal or Designee	
James Regan	*UFT Chapter Leader or Designee	
Marie Galarza	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ama Tetteh	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tania Liberata & Katherine Luis	CBO Representative, if applicable	
Francheska Ceballos	Member/ Chairperson (Teacher)	
Melissa Perez	Member/ Teacher	
Doris Tejada	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karleen Elbourne	Member/ Parent	
Mildred Blanco	Member/ Parent	
Samira Feratovic	Member/Parent	
Doris Tejada	Member/ Teacher	
Chelsea O'Toole	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS/MS 95 is a PK – 8 school with approximately 1291 students. The school is located in the Northwestern section of the Bronx. The school population is comprised of 19% African-American, 69% Hispanics, 4% White, 6% Asian students, and 2% of other ethnicities. The student body includes 18% English Language Learners and 10% Student With Disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rates so far this school year is 93.8%. Our school's mission statement stipulates, "We, the community of educators of PS/MS 95, will provide a risk-free learning environment so that students become life-long learners who take ownership of their learning. We will actively observe, engage, and assess our students by using formal and informal methods. By analyzing our data and by adapting best teaching practices, we will differentiate instruction in order to meet individual academic and social needs of our students. In taking such a holistic approach, every adult at PS/MS 95 will play an active role in fulfilling every student's unique potential." The school has several partnerships to support our quest in developing the whole child, some of the partnerships are as follows:

- ◆ Wellness In The Schools (WITS), which teaches our students and parents ways to maintain "Healthy Bodies and Healthy Minds."
- ◆ Montefiore Mosholu Clinic that provides medical and dental services to our students
- ◆ Dream Yard which integrates various art forms across curricula
- ◆ Dancing Classroom, Inc. is a transformative program that builds students' self-esteem through ballroom dancing
- ◆ Montefiore Mosholu Community Center a DYCD funded program, which provides academic and extra-curricular activities to our students through their Compass and SONYC programs

Our school has several strengths; however, we will highlight some of our strengths that demonstrate our school impact on student learning and teacher development: The latest Quality Review cited that the school has a rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. Additionally, in the 2014-15 Quality Review, QR indicator 3.4 High Expectations was rated "Well-developed," which stated the school's impact, "The school has a culture of mutual accountability and staff takes ownership on improving their own practice and crafting partnerships with parents that result in increased in student achievement." Our most recent school's accomplishments are as follows: Based on the 2014 -15 School Quality Snapshot, 92% of our former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation. According to the NYS Education Report Card, our school has achieved 'Good Standing' status on all state accountability measures for this school year. Our school ballroom dancing team won the Citywide Champions title for the 2014 Colors of the Rainbow Team Competition.

Our school has shown the most growth in DTSDE tenets 2 and 3 respectively. Quality Review indicator 1.1, which focuses on curriculum, the MOLP feedback was, "The school leader's curricular decisions ensures school wide curricular coherence in key subjects and engages students in demanding academic tasks." The school will maintain its commitment to devise school programming that will enable teachers to meet weekly to work collaboratively on curriculum, lesson planning, analysis of student work, and to share best practices. In addition, the school will continue its inquiry-based vertical planning teams to strengthen the coherence that currently exists across curricula and to promote optimal learning for all students.

Last school year, we refined our units of study summative assessments and have developed alternative summative assessments with the same learning targets for our ELL and SWD sub-groups. We have also revised our rubrics and checklist for assessment. This school year, we will focus on student self-assessing and monitoring their work by using rubrics/checklists during instruction. This practice will create student independence by promoting ownership of learning and will move student work to standard levels.

10X095 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1304	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	31	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	12	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate	90.9%	
% Free Lunch	72.6%	% Reduced Lunch	1.0%	
% Limited English Proficient	19.7%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	18.5%	
% Hispanic or Latino	68.2%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	4.1%	% Multi-Racial	1.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	7.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4	21.6%	
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	95.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Many sources (i.e., Quality Review, School Quality Snapshot, Measures of Leadership Practice, NYS School Report Card, etc.) have cited that the school curriculum is well aligned to the CCLS and provides students with multiple entry points and standards-based learning. Although, our teacher pedagogy and assessment were rated proficient (source: QR and MOLP), our priority this school year, is to strengthen teacher practice so teachers can intellectually engage students in learning activities that promote student thinking through questioning and discussion techniques. In addition, we will ensure that students use rubrics/checklists as self-assessment or self-monitoring tool to guide them in producing quality and accurate work.

Part 2 – Annual Goal

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

◆ During the 2015-2016 school year, our vertical curriculum planning teams will continue their inquiry based work to strengthen the rigor and coherence across curricula as mandated by the indicators in the CCLS and instructional shifts; as a result, our school’s lowest third in both English and Mathematics will increase by 4% in the 2016 NYS Standardized Exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p> <p><i>Lowest third students</i></p>	<p>Timeline <i>What is the start and end date?</i></p> <p><i>October 12, 2015 - June 16, 2015</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> <p><i>Administrators, instructional coaches, and teachers.</i></p>
<p>To maintain rigor and coherence that aligned with CCLS and instructional shifts, the school curriculum vertical planning teams will meet twice a month for two hours to discuss impact and refinements of our curricula. (SOP 3.4)</p>	<p>Teachers, instructional coaches, and administrators</p>	<p>October 12, 2015 – June 16, 2015</p>	<p>Through the inquiry process, each team will be responsible to make low inference classroom observations to monitor implementation of classroom/instructional systems. The Instructional Leadership Team will make refinement decisions.</p>
<p>Teacher teams will meet weekly to discuss units of study, lesson plans, analyze student work using research based protocols to monitor impact of curriculum, pedagogy, and assessment. (SOP 3.3, 3.4)</p>	<p>Teachers, instructional coaches, administrators</p>	<p>September 9, 2015 – June 22, 2016</p>	<p>Teachers are expected to implement curriculum. Supervisors will ensure effective implementation through informal and formal observations and feedback.</p>
<p>Through various partnerships, our teachers will co-teach with teaching artists to integrate the arts across curricula. (SOP 3.2, 3.3, 3.4)</p>	<p>Teachers, and teaching artists</p>	<p>October 16, 2015 – May 25, 2016</p>	<p>Principal and assistant principals will oversee the program.</p>
<p>On-going professional development will be offered and facilitated by teachers to ensure that teachers are proficient in using Engrade and Excel for data recordkeeping and to create comprehensive reports. (SOP 3.5)</p>	<p>Teachers</p>	<p>September 9, 2015 – June 22, 2016</p>	<p>Principal and assistant principals</p>

Part 4 – Budget and Resource Alignment

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

To ensure the implementation of the above mentioned action plan, we will need the expertise and service of classroom teachers, instructional coaches, Assistant Principals, and partners. We will use our school budget to purchase instructional supplies, pay for our partnerships with Dream Yard, Dancing Classrooms, Joyce Theatre, etc... Additionally, we will continue to use flexible programming to provide common planning time for teachers to work collaboratively within teacher teams.

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

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

Part 5 – Progress Monitoring

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

◆ By February 2016, the mid-line I-Ready assessment (i.e., reading pgm) result will demonstrate the progress of our grades 3 – 8 students towards meeting our NYS ELA exam goal.

◆ By February 2016, the mid-line mathematics exam result will demonstrate the progress our grades 3 – 8 students towards meeting our NYS Mathematics exam goal.

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

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

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

Part 1 – Needs Assessment

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

The school has established a school wide character education curriculum to educate students around six pillars: Responsibility, Citizenship, Caring, Trustworthiness, Respect, and Fairness. The school Peer Mediation program is designed to help students resolve their conflicts and hold themselves accountable for their actions. The school has partnered with many outside organizations such as Montefiore Mosholu Clinic, Wellness In The Schools, and NYPD – Explorers Program, CONCEPT TEAM from the Bronx District Attorney Office to enhance student awareness on bullying prevention, drug abuse, violence prevention, health and nutrition, and other student needs. The school has continued its 3-G campaign (Good attendance, Good citizenship, and Good grades) to empower student socially and academically.

Our school Learning Environment Survey has indicated that the school needs to provide on-going professional development to staff on management techniques that have proven to work with challenging students. In addition, we need to have on-going special assemblies for students and parents that address prevalent social issues.

Part 2 – Annual Goal

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

- ◆ During the 2015-2016 school year, the school will continue its Peer Mediation program in conjunction with Anger Management Crisis program provided by the school’s guidance counselors and social worker, as a result, the school’s OORS report will show a 6% decrease on student principal level suspensions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Selected students from grades 5 through 8 to be trained to serve as peer mediators. Peer mediators will mediate issues amongst fellow students during their lunch periods. (SOP 5.2, 5.3)</p>	<p>Students</p>	<p>November 5, 2015 – June 27, 2016</p>	<p>Two teachers supervise the program.</p>
<p>Special assemblies and workshops will be facilitated by various outside organizations to promote student awareness on safety and healthy choices: NYPD – 50th Pct. Safety Unit, Bronx District Attorney Office, Cornell University, WITS, NYC Dept. of Health, Fresh Air Fund, Advocate for Children, Ready 911, and HMO. (SOP 5.3,5.5)</p>	<p>Students and parents</p>	<p>November 5, 2015 – June 27, 2016</p>	<p>The program oversees by the principal and designated personnel</p>
<p>Guidance counselors and social worker will conduct scheduled classroom visits to engage student in discussion on various social emotional issues. (SOP 5.4, 5.5)</p>	<p>Students</p>	<p>October 12, 2015 – June 25, 2016</p>	<p>Principal and grade level assistant principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funds will be allocated through the school budget to provide the student with experiential learning through educational trips (i.e., plays, museums, etc...). Monthly meetings will be scheduled before, during, and after school with related personnel to monitor the success of each program.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>◆ By January 2016, the school safety and discipline committee will analyze the OORS report to determine if the school is on track to meet its goal.</p>

◆ By January 2016, the school Leadership Team will analyze learning celebrations and the October and November 2015 parent teacher conferences sign-in sheets to gauge if the school is on track to meet its goal.

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

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

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

Part 1 – Needs Assessment

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

The 2014-15 Quality Review indicated that teacher teams are engaged in collaborative work that promotes the achievement of school goals and implementation of the Common Core Learning Standards. As a school, we do encourage teacher collaboration through our common planning meetings and teacher-led professional development. However, we need to continue strengthening our core beliefs regarding teaching and learning in order to share and embed best teaching practices across curricula and classrooms.

Part 2 – Annual Goal

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

◆ During the 2015-2016 school year, the school will integrate ongoing internal and external professional development series on differentiated instruction and questioning and discussion techniques; as a result, 95% of our classrooms will intellectually engage students in the teaching and learning process as evidenced through informal and formal observation reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p> <p>Teachers</p>	<p>Timeline <i>What is the start and end date?</i></p> <p>October 5, 2015 - June 24, 2016</p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> <p>Administrators, instructional coaches, and teachers.</p>
<p>Ongoing professional development focusing on differentiated instruction and questioning and discussion techniques. (SOP 4.2, 4.4, 4.5)</p>	<p>Teachers</p>	<p>October 5, 2015 – June 24, 2016</p>	
<p>Ongoing internal workshops facilitated by teachers for teachers to share strategies that work. (SOP 4.2)</p>	<p>Teachers</p>	<p>October 5, 2015 – June 24, 2016</p>	
<p>Teacher teams will meet weekly to develop rigorous learning tasks as per units of study learning targets, and to analyze student performance data using research-based protocols. (SOP 4.2, 4.5)</p>	<p>Teachers</p>	<p>September 9, 2015 – June 27, 2016</p>	

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, the administrative cabinet will conduct an analysis of teachers’ observation reports to determine if the school is on track to meet the goal set.</p>
<p>By February 2016, the instructional leadership team will analyze students’ summative data results, Engrade grade book, report cards on STARS Classroom and STARS Admin to determine if the school is on track to meet the goal set.</p>

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

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

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

Part 1 – Needs Assessment

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

Both the Quality Review and Measure of Leadership Practice (MOLP) have highlighted indicators 1.1 and 4.1 as strengths for our school. The MOLP report stated, “The principal and Assistant Principals conduct frequent observations of teacher practice. Clear low observation noticing is shared with teachers both verbally and in written form. The administrative team provides teachers with feedback that clearly identifies their next steps. As a result, teachers are reflective about their practice and implement recommendations made by the administrative team (4.1).” Nonetheless, the School Quality Snapshot and Guide have revealed that the school is approaching targets in closing the achievement gap for SWD and ELL students. Thus, meeting target in closing the achievement target for SWD and ELL students will be a priority during the 2015-16 school year.

Part 2 – Annual Goal

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

During the 2015-2016 school year, school leaders will communicate the importance to embed our school’s instructional foci: Differentiated Instruction and Questioning and Discussion Techniques during instruction to all teachers and related personnel; as result of effective implementation, the proficiency level of SWD and ELL students on the 2016 ELA State Exam will increase by 3% as evidenced through the 2016 NYS ELA data reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p> <p><i>Teachers</i></p>	<p>Timeline <i>What is the start and end date?</i></p> <p><i>October 5, 2015 - June 27, 2016</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> <p><i>Teachers, instructional coaches, and administrators</i></p>
<p>Professional development series on differentiated instruction and questioning and discussion techniques to ensure teacher development regarding these instructional practices. (SOP 2.4)</p>	<p>Teachers</p>	<p>October 5, 2015 – June 27, 2016</p>	<p>Teachers are responsible for implementing the instructional strategies. Principal, Assistant Principals, and instructional coaches are responsible to oversee the implementation process</p>
<p>Evaluate lesson plans during instructional observations to look for evidence of differentiated activities/practices and/or essential questions. (SOP 2.3, 2.5)</p>	<p>Teachers</p>	<p>October 5, 2016 – June 17, 2016</p>	<p>Principal and Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Establishing flexibility in our school programming in order to plan intra-visitations to foster peer learning/collaboration. School funds are needed to pay for teacher workshops and/or compensation for teachers.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, the administrative cabinet in conjunction with the instructional leadership team will analyze reading and writing summative data results for SWD and ELL students to gauge if the school is on track to meet the goal set.

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

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

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

Part 1 – Needs Assessment

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

The school’s latest Quality Review stated, “Increase the capacity for staff to strengthen the school culture so that students and families receive enhanced guidance and advisement supports to better address students’ academic and social needs.” This school year the school will continue to improve on its quest to engage parents on all aspects of our school community.

Part 2 – Annual Goal

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

During the 2015-2016 school year, the school will enhance parent engagement through various platforms to inform and educate parents on cutting edge educational issues; as a result, student attendance will increase from 90% to 92% as evidenced through our ATS attendance report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p> <p>Parents</p>	<p>Timeline What is the start and end date?</p> <p>October 5, 2015 - May 26, 2016</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> <p>Principal, Assistant Principals, PA President, instructional coaches, guidance counselors/social worker, Parent Coordinator, and teachers</p>
<p>Ongoing workshops will be offered to parents to inform and educate in the following areas, but not limited to: Common Core Learning Standards, curriculum, assessments, The Capacity Framework, Citywide Instructional Expectations, Danielson Teaching Framework, Social media issues, bullying prevention, Drop-Out prevention, High School articulation, health and nutrition, and mental illness. (SOP 6.2, 6.4)</p>	<p>Parents and students</p>	<p>October 5, 2015 – May 26, 2016</p>	
<p>On a monthly basis, time will be allotted to teachers to call, e-mail or have face-to-face conference with parents to discuss their child’s social and/or academic progress. (SOP 6.3)</p>	<p>Parents and students</p>	<p>October 5, 2015 – May 26, 2016</p>	
<p>Monthly open forum titled “Parent Talk” to network and discuss various pertinent issues regarding parenting, social issues and educational issues. (SOP 6.2, 6.4, 6.5)</p>	<p>Parents</p>	<p>October 5, 2015 – May 26, 2016</p>	
<p>Monthly newsletters from the Parent Coordinator, grade level, teachers, guidance counselors, and social worker to update parents on teaching, learning, resources, and social services. (SOP 6.2,6.3)</p>	<p>Parents</p>	<p>October 5, 2015 – May 26, 2016</p>	

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>School personnel and outside organizations to facilitate workshops for parents.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, the attendance committee members will analyze the student attendance data to determine if the school is on track to meet its attendance goal.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Levels 1 and 2 students ELL and SWD students	Reading skill-based intervention	Tiered assignments – differentiated instruction: various groupings will be used based on the deficiencies of individual students or sub-groups. Teacher or provider will work with students one-to-one or in small group	Tier I differentiation and modification of instruction will be provided by classroom teachers during the school day. Tier II push-in/pull-out academic assistance will be provided during the school day. Intervention program will be provided after school and during Saturday Academy.
Mathematics	Levels 1 and 2 students ELL and SWD students	Mathematics skill-based intervention	Push-in and pull-out service by SETSS and F-status math teachers to work with students one-to-one, or in small group.	Push-in/pull-out and small group will be provided during the school day. Intervention programs will be provided after school and during Saturday Academy.
Science	Level 1 and 2 students Enrichment Program – students who will be taken Earth Science Regents	Content-based reading comprehension and hands-on projects	Small group instruction and one-to-one method of instruction will be used to address student’s learning needs.	Small group instruction will be provided during the school day. Intervention/Enrichment programs will be provided before and/or after school

Social Studies	Level 1 and 2 students Enrichment Program – students who will be taken the U.S. History Regents	Content-based reading comprehension and hands-on projects	Small group instruction and one-to-one method of instruction will be used to address student’s learning needs.	Small group instruction will be provided during the school day. Enrichment programs will be provided before and/or after school
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Lowest third students and students with low grades and poor attendance	Addressing the social emotional needs of students through counseling, mediation, and conflict resolution	One-to-one and small group.	During the school day. After school program – awareness programs on social issues.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>→ PS/MS 95 will continue to enhance its commitment to teacher development by providing teachers with ample opportunities to collaborate with peers and attend professional development based on their Pedagogical Needs Assessment.</p> <p>→ PS/MS 95 will continue to use our highly qualified allocation to support personnel in meeting their certification requirements – professional development hours, course work, and professional institute/conference to strengthen their pedagogy.</p> <p>→ Partnership with Pace University, Lehman College, and individual partnership with students from Manhattan College, Bronx Community, and Nyack College – internship/Residency program, where undergraduate or master level students work with experienced teachers in our schools to deepen their pedagogical knowledge base. The school will interview prospective candidates from that pool to fill-in all vacancies.</p> <p>→ School administrators will attend job fairs to interview certified teachers.</p> <p>→ Teachers will be recruited through the Open Market System.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>→ Central and/or network professional development series for administrators, teachers, and related personnel</p> <p>→ School professional development series on CCSS and Danielson Framework</p> <p>→ School monthly meetings for paraprofessionals to provide them with instructional strategies to support student learning in the classroom</p> <p>→ ELI workshops/conferences for school administrators</p>

- On-going arts integration workshops facilitated by Dream Yard Organization
- On-going Dance workshops facilitated by Joyce Theatre
- Weekly and monthly professional development on curriculum, pedagogy, and assessment facilitated by school personnel

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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/info, early intervention services, etc.).

School will offer parent orientation/articulation to inform and educate parents on school’s programs and social and academic expectations.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The school has an established MOSL committee to lend a voice in the decision making process regarding the use of multiple assessment measures. All members have attended MOSL workshops and will remain entrenched in the process.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	883,947.00		
Title II, Part A	Federal	212,034.00	X	Section 5
Title III, Part A	Federal	27,556.00		
Title III, Immigrant	Federal	0	X	Section 5
Tax Levy (FSF)	Local	6,726,286.00	X	Section 5

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS/MS95]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS/MS95]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[PS/MS95] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 95
School Name Sheila Mencher Van Cortlandt School		

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

Principal Serge Marshall Davis	Assistant Principal Omara Flores
Coach Brandi Nankivel	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jessica Rivera	School Counselor Erin Ehrlich
Teacher/Subject Area James Regan/ENL	Parent type here
Teacher/Subject Area Beth Kosofsky/ENL	Parent Coordinator Delis DeLeon
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	5	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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1316	Total number of ELLs	250	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	250	Newcomers (ELLs receiving service 0-3 years)	211	ELL Students with Disabilities	50
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	79			1			0			0
DL										0
ENL	132			26			12			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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 _____	12	17	11	22	19									0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	22	16	31	24	16	13	12	18					0
Chinese				1										0
Russian					1									0
Bengali	1	1	2	1	0	2								0
Urdu			1		1									0
Arabic	3		2	2				3	1					0
Haitian														0
French			2				1							0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	2	2	0	2	0	2	1	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	11	0	3	2	6	4	5	8	11					0
Emerging (Low Intermediate)	4	10	5	2	2	4	2	1	2					0
Transitioning (High Intermediate)	2	5	4	4	7	2	2	0	3					0
Expanding (Advanced)	8	17	19	34	17	13	14	8	9					0
Commanding (Proficient)	10	2	5	6	2	9	7	7	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	7	10	3	11	13	11	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	5	0	0	0
4	17	8	0	0	0
5	13	5	1	0	0
6	15	4	0	0	0
7	19	1	0	0	0
8	9	4	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	16		7		1		0		0
4	13		11		4		0		0
5	10		7		2		0		0
6	14		7		2		0		0
7	22		1		0		0		0
8	15		13		2		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		6		14		3		0
8	3		15		7		0		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)	5	26	6	0				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - In the early grades, we assess students by using various methods of formal and informal assessments for example: Baselines, Midlines and Endlines in Reading and Mathematics, we also assess initial sound fluency, letter naming fluency, decoding, comprehension and reading fluency, El Sol is another comprehensive assessment utilized for TBE students which addresses reading comprehension, beginning sounds and letter recognition in grades K-2. TCRWP reveals a wealth of data about our students, including the reader's accuracy and self-corrections, comprehension, and fluency. Conferencing notes which allow us to give students another opportunity to teach them a skill or strategy that may need to be reinforced and provide them with next steps. These tools allow us to monitor student's growth as learners throughout the year. The data gathered from utilizing these tools is used to plan our units of study, daily lessons, guided reading groups and our differentiated instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - There are 33 percent of our ELL students that are Beginners/Entering and Low Intermediates/Emerging. We have 11 percent of our ELL's students that are High Intermediate/Transitioning and 56 percent of our ELL students are Advanced/Expanding. As the data shows, we have over 50 percent of our overall ELL's who are Advanced/Expanding. The bulk of them being in grade 1-4 which is 63% of the total Advanced/Expanding. Consequentially, at PS/MS 95, there is a great emphasis on reading and writing; therefore, our data shows that our ELL students are growing stronger.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 - The data allows us to focus on the specific areas of need for our ELL students. In terms of setting instructional objectives for our ELL's, all students will benefit from the analysis in terms of us being able to tailor the instruction. Presently, the teachers in the ENL and Bilingual programs are now familiar with the new test and are better equipped to prepare our students to advance in all modalities. The patterns found will assist ENL/Bilingual Teachers and administrators in grouping students and providing

differentiated instruction for them.

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

4. The majority of our ELL's eligible to take the ELA standardized test in grades 3-8 scored at a Level 1. When analyzing the ELE compared to the ELA, the students are doing better on the ELE since we only have 5 students reading on the Q1 and the bulk are in Q2 and Q3. In order to provide students with the accommodations allowed, we know by testing time if students will feel more comfortable with using the English version of a content area state test along with the Spanish version or just use either language on its own. The ELL periodic assessments inform us of what skills and strategies need to be taught and used in order to help our ELL population. For example: Unit Assessments, El Sol, and TCRWP serve as progress monitors. We have learned that language objectives are important and that students' social language is different from their academic language. Teachers on grades K-4 infuse/support students native language during Native Language Arts and content areas.
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](#).]

5. At PS/MS 95 our teachers use data to guide instruction for ELLs within the RTI framework in the following ways:

 - Chunk instruction into shorter segments to allow for monitored breaks
 - Expand assignments over a longer period
 - Extend wait time for oral and written participation and responses
 - Provide small-group instruction
 - Pair or group ELL's with "buddies" who will assist with modeling and explaining tasks
 - Work one-on-one with student
 - Introduce and develop new vocabulary visually
 - Use bilingual dictionaries
 - Use technology and multimedia and graphic organizers
 - Provide ample repetition of language and tasks: repeat, restate, rephrase, review, reread
 - Encourage and allow for non-verbal responses such as pointing, nodding, pictures
 - Adjust expectations for language output (e.g. student speaks in words and phrases, simple present tense statements)
 - Allow shortened responses
6. How do you make sure that a student's new language development is considered in instructional decisions?

6. Knowledge of the student (age, educational background, native language, family support) is crucial to the child's second language development and must be taken into consideration when making instructional decisions. Our school, PS/MS 95, makes a concerted effort to fully know a child through the efforts of our administrators, teachers, guidance counselors, and parent coordinator.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

7. No Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

8. We evaluate the success of our ELL programs by analyzing the data. Teachers receive the NYSESLAT and LAB-R data for the students they teach. They use this information to inform their instruction and use other assessments such as the NYS ELA, NYS Math, Interim Assessments, TCRWP Running Records, Baselines, Midlines, Endlines and other teacher assessments as well. They then form groups accordingly. As we plan utilizing our curriculum units, our emphasis is to provide the four modalities, listening, speaking, reading, and writing instruction to enable our students to make marked achievements on the NYSESLAT and ELA state exam.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.
 1. When new students are registered at PS/MS 95, the school's registration team looks to see if student is new to the public school system. If the student is new, we have the parent/guardian complete a Home Language Identification Survey. After the survey is completed, we assess it to see if the student can possibly be identified as an ELL. The student and parent are then interviewed in English or in Spanish by the Bilingual/ENL Coordinator/Assistant Principal, Ms. Flores. If the parent speaks another language, we seek someone who can assist with translation. If student is identified as an ELL, parents are briefed on the program choices available (Transitional Bilingual, Dual Language, and Free Standing ENL) and are given a parental choice selection form for them to read and sign. Parents are also invited to a meeting with the Bilingual Coordinator/Assistant Principal and the Parent Coordinator to inform them of the programs available for their child in and out of our school. Parents are provided with program information in their language. When the LAB-R is administered by the ESL Teachers within ten school days from registration, the student placement is then confirmed with the raw score of the test. All new entrants whose HLIS responses indicate Spanish and scores at or below LAB-R cut scores is administered the Spanish LAB by the Bilingual Teacher only once within the ten days of enrollment. Students who are identified as ELL's by the LAB-R, then must take the NYSESLAT in the spring.
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).
 2. When students are registered, they are interviewed to get an idea of their language level. If a student does not seem to have the skill/understanding necessary of the grade and is new to our english school system, they are administered the NYSITELL and their placement is confirmed depending on parent selection survey. Student is then given a baseline to get data on the student.
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).
 3. If a student has an IEP and the Home Language is other than English, the Language Proficiency Team reviews the student's language development and determines if the student takes the NYSITELL if the team determines that the student doesn't take the NYSITELL, the principal reviews decision and can lead to the Superintendent making decision. The members of our team are the bilingual coordinator and two ENL teachers.
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.
 4. The Entitlement letters are distributed after we get information after the scanning of the NYSITELL/NYSESLAT test scores are received. We then run the RLAT report and are able to get the information for the letters that are sent home. The ENL teachers and Assistant Principal ensure parents receive these letters and that a copy is filed. The ENL teachers keep a spreadsheet of the tested students and we work from the RLER to get this information.
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).
 5. Parents are informed of the right to appeal ELL status during registration and during our ELL Parent meetings held during the school year.
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.
 6. The structures we have recently put in place in order to make sure that parents are well informed is to allow parents to view the informational video in the parent coordinator's office along with a pedagogue from the registration team. This is after the Home language interview takes place. After this, parents are encouraged to ask questions. Information is explained again and parents then fill out the Parent Selection Survey. If the parent chooses a program that is not available at our school, we advise the parent of this information and share that we will keep the parent selection form as noted and if we register 15 students in two continuous grades, we will open up a class. This information is given when parent registers their child. When parents are not able to stay to view the information, they are invited to return to complete the process.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

7. The Parent Survey and Program Selection forms are now done during registration, which assures their return. Parents are encouraged to fill them out before they leave. These letters are filed in students cum folder and in Assistant Principal's office. We inform parents that if the form is not returned, the default program for their child is the Bilingual Transitional Education program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
8. The bilingual coordinator keeps a copy of the form and files one in the student's cumulative folder.
9. Describe how your school ensures that placement parent notification letters are distributed.
9. The bilingual coordinator prints the RLAT report and the ENL teachers write the corresponding letter that goes to parent and keeps a copy.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
10. The yellow copy of the HLIS is kept in a filing cabinet in the bilingual coordinator's office. The white copy goes in the student's cumulative folder. A copy of all entitlement and non-entitlement letters that are sent home are also kept in the bilingual coordinator's office.
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.
11. We determine who takes the NYSESLAT by running reports from ATS. The reports we refer to are the RLER, RLAT, RNMR and RMSR and compare them to the BESIS/ELPC to make sure all students are tested. We document the information of students who need to be administered the NYSESLAT on the RCAL. The RCAL report, is utilized as a check off list as we administer the Speaking, Listening, Reading and Writing components of the NYSESLAT for each student entitled. As all tests are administered, we check off student names making sure all students who have been identified as an ELL take all parts of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
12. The bilingual coordinator prints the RLAT report and the ESL teachers write the corresponding letter that goes to parent and keeps a copy.
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).
13. The program models offered at PS/MS 95 are aligned with the parental requests. The majority of our new to public school registrants are elementary school age. We explain to parents the educational choices they have for their children. Their parents if Spanish speaking, prefer a bilingual program. Our school does not offer a bilingual program in grades five through 8; however, we track the Parent Selection Survey to determine if we have 15 or more students in two continuous grades to open a bilingual class. For grades five through eight, our school trend is that parents of grades 5-8 students prefer the ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 1. Instruction at PS/MS 95 is delivered through the use of several models. We have five self-contained Transitional Bilingual classes in grades K-4. Our fourth grade bilingual class is an ICT model. We utilize push-in, pull-out and self-contained models for our ENL classes. In grades K-8, we have a push-in and pull-out model. In grades five through eight, we have one self-contained ENL class on each grade. The students are heterogeneously grouped on each grade. The classes have mixed proficiency levels. During the push-in model in grade K-4 teachers push in to the Literacy Block. During the pull-out model, teachers try to pull out during content subject areas.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
 2. When our NYSESLAT scores are received as well as the NYSITELL scores, we carefully plan for the students' placement. Students in transitional bilingual classes receive Native Language Arts through the content of either science or social studies for 45-90 minutes per day depending upon the number of mandated units for the group of students. They receive 360 minutes of ENL and 90 minutes of ELA instruction. The students receiving ESL in the self-contained classes are grouped in their classes by their NYSITELL or NYSESLAT level. The students in the push-in and pull-out classes are also grouped in this manner in order for them to get the amount of minutes mandated by Part 154. The Beginner/Entering and Low Intermediate/Emerging groups receive 360 minutes of ENL, the High Intermediate/Transitioning and Advanced/Expanding groups receive 180 minutes of ENL Instruction all utilizing ENL Methodologies as their learning is scaffolded using our curriculum plans.
 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.
 3. The content areas in TBE classes are delivered through student's native language, which in our case is Spanish, or in English utilizing ENL strategies. Teachers use ENL strategies such as scaffolding, TPR and differentiated instruction. Classrooms libraries include books in English as well as student's native language in order to make content more comprehensible. Introduction and development of academic discourse such as hypothesizing, evaluating, inferring, predicting, and classifying all assist students through the English language transition time utilizing contextualized tasks that encourage thinking, reading, writing and speaking.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 4. ELL's are appropriately evaluated in their native language by their classroom teacher. Students are administered a baseline in their native language. Teacher assesses the strengths and next steps for the students. Differentiated instruction is planned as well as guided reading groups. Students are also administered "El Sol" which allows teachers to also plan for their overall reading comprehension.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year by their classroom teacher. They plan their lessons to include reading, writing, listening and speaking. Students are provided instruction that entails the four modalities that are also part of the Literacy CCLS. Activities that include the modalities are planned and students are prepared for the NYSESLAT test.
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

6. Daily instruction is differentiated for our ELL subgroups by planning carefully with individual student data and our curriculum units in order to help students achieve English language proficiency. Students who are SIFE, newcomers, receiving service four to six years, Long term ELL's, or are identified as having special needs receive differentiated instruction from their classroom teacher. The teacher utilizes student data to plan groups that address the needs of the students. These students are also highly suggested to attend our after school program for ELL's. This will aid our students in attaining on grade performance levels on the NYS ELA as well as the NYSESLAT. Students who attend this program have another opportunity to reinforce their reading and writing skills that are also part of our regular school day through smaller group instruction. There is a focus on enriching language development along with reading and writing strategies to ascertain that our ELL's are provided with meaningful access to a rigorous academic program that reinforces the four modalities. Students with special needs who are ELL's are also invited to the same program we offer the rest of our ELL population. An afterschool program will be offered for students in all ELL subgroups. The Bilingual Coordinator and classroom teacher will identify students for the program. Once our students become proficient on the NYSESLAT, we offer them transitional support if needed provided by the ESL teachers. We continue to review our data to group students as we provide them with differentiated instruction preparing them to be on grade level or above on the ELA and proficient on the NYSESLAT.

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

7. The school will have review process making sure student is not mis-identified by continuing to provide student with support . For example meeting with the teacher to check in on the academic growth or lack thereof, involving the guidance counselor to make sure student is adjusting well to class they are in and be in contact with the parent advising them of the findings.

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?

8. Teachers of ELL-SWD's utilize the same reading and writing curriculum as the teachers on their same grade. The materials utilized such as short stories, read alouds are the same. The content area teachers utilize the same textbooks. The classroom libraries differ in the books being on the reading levels of the students since they should be on their independent reading level as assessed on Fountas & Pinnell. ELL's with disabilities tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and

who fail to use self-regulatory mechanisms to complete tasks. Teachers assist them by identifying and selecting appropriate strategies, and helping them organize information. Lessons are differentiated and teachers confer with students to help them express concepts they are having difficulty with as well as address their language skills. We take a continuous data-driven approach to improving student performance, using the data and portfolio assessments to identify and address student needs and

target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. To meet and exceed City and State performance standards, students are administered periodic assessments. Item skills analyses are generated from periodic assessments to help teachers focus on specific student areas in need of extra instructional support and informs instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers within all of the content areas make appropriate decisions for students as they utilize various instructional strategies and gather data to plan lessons and activities that address the individual student needs of ELL-SWD's.

Chart 7 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?

9. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment by mainstreaming students, utilizing paraprofessional and providing mandated and at risk services in counseling, speech and language and SETTS when appropriate.

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

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



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

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

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

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

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

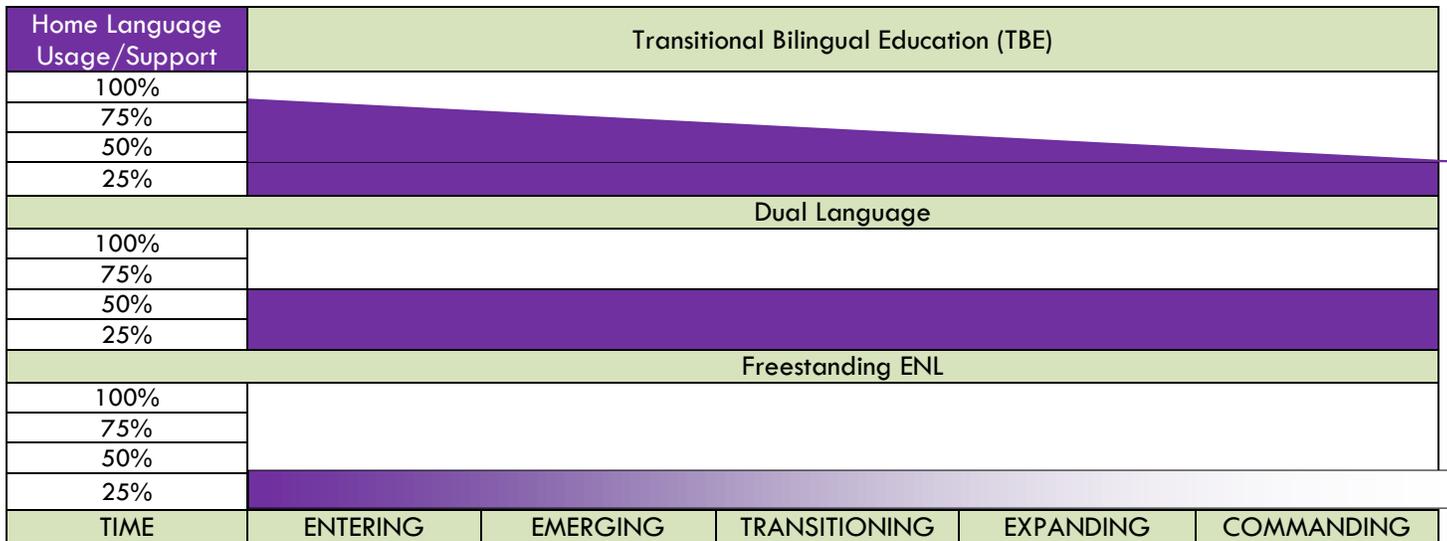


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. Our targeted intervention programs for our ELL's who are SIFE, newcomers, ELL's receiving service four to six years, Long term ELL's, or are identified as having special needs are serviced through utilizing small groups during guided reading, use of paraprofessional and through our after school program utilizing Title III funds. The program is two days per week for one and a half hours per day. For additional support, our ELL students will also be invited to attend our Saturday Academy that is tentatively scheduled for a total of ten Saturdays. Students will receive test prep for the ELA and NYS Math test. The language utilized is English since the program is an ENL program however; in most cases our Bilingual or ENL teachers who usually provide this service after school do speak Spanish.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. Our current program is effective as the data shows how many of our students scored Intermediate and Advanced. We are always evaluating our reading and writing curriculum and address the needs of our ELL population by ensuring that our lessons include both language and content objectives.
12. What new programs or improvements will be considered for the upcoming school year?
12. We will be providing a Saturday Academy in which ELL students will be invited as done in the past.
13. What programs/services for ELLs will be discontinued and why?
13. The program that will be discontinued for ELL's is the Tuesday/Thursday test prep program for ELA and Math. This was actually an after school program that was open to all of our below level students. Since we did not see a change in our data due to this specific program, we have decided to run the program on Saturdays that are closer to the testing dates. As we analyzed why we did not see results, we thought that on Saturdays, students can come in refreshed instead of doing this same work after school making it a long day for all involved.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. All ELL students are provided with equal access to our school programs. In the past, ELL's were provided with being offered ELA after school twice per week and ENL twice per week. We have made some program changes after analyzing data for the programs offered, however our ELL population will now be invited to attend our Saturday Academy as the rest of our school population.
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.
15. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3 and Rigby. All of our classrooms that include ELL students have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ENL teachers to utilize with their beginning students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ENL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when needed. The Story Town component for ELL's is age appropriate as well as the Rigby material we use. Our classroom libraries are leveled so that students are able to have easy access to their independent level reading books. The after school programs are also geared towards differentiating and utilizing materials that are age appropriate.
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).
18. The activities that are done at our school include the orientation process that takes place after school is in session. The other activities have been workshops provided for parents and their child informing parents of the state Exams their child will be taking and how they can assist as well. For example, the New York State ELA exam and the NYSESLAT.
19. What language electives are offered to ELLs?
19. The language elective offered at our school is French as a foreign language once student is in middle school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

No Dual Language Program.

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.)
 1. At the beginning of each year, all teachers and Paraprofessionals receive a "Pedagogical Needs Assessment" form to fill out and inform the administration of their pedagogical strengths, needs, and areas that are a work in progress. The feedback is reviewed by the administration and a pedagogical support plan is derived from the feedback provided by the teacher. The support(i.e., lesson planning, guided reading, how to effectively confer with students, data analysis - analyzing student work, differentiated instruction, etc..) given to the teacher is provided by the coaches through a cycle and the administration monitors it. At the end of the cycle, teacher gives administration feedback in reference to the support provided.
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?
 2. Teachers who have students, who have just transitioned from elementary grades, are provided with internal and external professional development opportunities provided by our Network, BETAC, Office of ELL's, Rigby, Common Planning, or other outside providers. The majority of teachers who have ELL students in their classes have received professional development on how to incorporate ESL methodologies into their daily workshops. Professional development around differentiation has also been provided for all teachers. Teachers are expected to differentiate the instruction during the workshop model framework in order to support students learning and ensure their academic growth. We emphasize basic skills, including phonics and early literacy development. ESL students, who are in monolingual classrooms, and are no longer ELA exempt after one year, receive extra support in literacy and language development so that they are able to meet grade level standards. ESL teachers push-in to the classroom and work with small groups to support the literacy curriculum. In addition, students participate in a test sophistication program in order to familiarize them with the ELA exam. We will be utilizing Ventures Education Systems Corporation for outside professional development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. The following workshops are scheduled for the teachers of our ELL population: Differentiated Instruction, Planning for the Differentiated Classroom, Strategies for English Language Learners to develop spelling and vocabulary, Strategies for English Language Learners to develop reading comprehension and fluency and Understanding the process of literacy development for English Language Learners. In addition, our school's guidance counselors in particular our grades 6-8 guidance counselors provide on-going articulation workshops to parents to inform and assist them with the transition to High School. Also, guidance counselors push-in into the classrooms to observe and present High School information to the students as well as conducting one-on-one sessions to guide students and parents in selecting their school of choice that will best meet their social and educational needs.
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.
 4. Our school will continue to offer Jose P. training to our teachers. Professional development documentations will continuously be filed.

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?
 1. The school has additional parent-teacher conferences that are planned during the school year. The parents are informed of their child's overall progress . Translation services are provided in-house by the school staff and administrators. Translation interpreters are available at all parent meetings and are available during parent/teacher and vital student/teacher conferences. The school sends translated communication to parents via an automated system called Global Connect.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. Copies of students' report cards, progress reports, student portfolios are all available during any parent conference. Teacher's reach out to parents by placing phone calls informing them of their child's progress.(Parent Outreach) Parent coordinator surveys the parent population of our school and ensures that the parent needs are accomodated. Global Connect is used to reach out to parents informing them of events that take place throughout the year.
 3. Our school offers ongoing workshops for all our parents. Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. This however is a population of parents that are usually more willing to attend professional development around various topics. We also reach out to parents to partake in our school wide learning walks arranged by the School Leadership Team. We offer on-going workshops dealing with various topics to our parents: How to improve parenting skills? How to talk with boys? Migration issues, ARIS, etc... All of these workshops are translated by parent coordinator or Assistant Principal.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 4. Our school in partnership with our Community Based Organization(Mosholu Montefiore Community Center) offers ESL and GED classes on Saturdays to the parents of our ELL students. The teachers hired to teach these courses are bilingual. The Parent Association also plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner.
5. How do you evaluate the needs of the parents?
 5. The parent coordinator evaluates the needs of parents sending home Needs Assessment forms for Title I in English and Spanish that gives us insight as to how we can better serve our parents. There are choices given for workshops as well. The parent coordinator has also scheduled trips for parents such as the Museum utilizing Title I funds.
6. How do your parental involvement activities address the needs of the parents?
 6. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS/MS 95 team in support of their children. The parent association through Title I also offers adult ESL classes for parents. Workshops for parents that support their children's academic and social growth are provided in English and Spanish in the efforts to involve them in our school community.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: PS/MS 95 The Sheila Mencher

School DBN: 10X095

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)
Serge Marshall Davis	Principal		1/1/01
Omara Flores	Assistant Principal		1/1/01
Delis DeLeon	Parent Coordinator		1/1/01
Jessica Rivera	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Beth Kosofsky	Teacher/Subject Area		1/1/01
James Regan	Teacher/Subject Area		1/1/01
Michelle DiRenzo	Coach		1/1/01
Brandi Nankivel	Coach		1/1/01
Erin Ehrlich	School Counselor		1/1/01
Melodie Mashel	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10x095 School Name: PS/MS 95 Sheila Mencher School
Superintendent: Melodie Mashel

Before you begin, please check the following:

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

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

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

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

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

Our school's written and oral interpretation requirements are assessed during the registration process. We evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, staff assistance based on parent's and student's native language needs. If there's a language that a building personnel cannot translate than we seek the assistance of external DOE personnel (i.e., translation unit). To facilitate this process, the school will input pertinent information(OTELE code) on ATS, emergency cards, HLIS.

Our school is serving parents and students of the following native languages:

English - 55%

Spanish - 40%

Other - 5% (Albanian, Arabic, Bengali,Bulgarian, Cantonese,Chinese, Fanti, French,Fulani, GA, German, Gujarati, Hindi, Italian, Mandarin, Russian, Tigre, Turkish, TWI, & Urdu).

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.

English, Spanish, and Arabic.

Part B: Creating a Communications Calendar

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

Monthly Parent Newsletters, Notifications letters for intervention/enrichment programs, Parent Association notifications letters for students and parents activities, School Leadership Team surveys and announcements, PK-K orientation packets, monthly calendar activities. Our monthly calendar, which informs parents of all school activities, goes home on the following dates: 9/8/15, 9/30/15, 10/30/15, 11/30/15, 12/23/15, 1/29/16, 2/29/16, 3/31/16, 4/22/16, and 5/31/16.

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 "Meet & Greet"

Grade 1: 9/28/15 Grade 4: 10/1/15 Grades 7 and 8: 10/6/15
Grade 2: 9/29/15 Grade 5: 10/2/15
Grade 3: 9/30/15 Grade 6: 10/5/15

Parent-Teacher Conferences: November 5, 2015 and March 3, 2016

Monthly Parent Talk: 9/25/15, 10/23/15, 11/20/15, 12/18/15, 1/22/16, 2/19/16, 3/18/16, 4/15/16, 5/20/16, 6/17/16

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS/MS 95 will provide written translation for report cards, progress reports, Parent Association notifications, teacher to parent correspondence and monthly newsletters. Timely provision of translated documents is provided to parents on a regular basis by school staff and administrators. In addition, parents who are non-English speakers are provided with a translated Bill of Parents Rights and Responsibilities. All notifications are sent home in English and Spanish; parents of other native

languages are given information to reach out to the school for further assistance or a cover letter is sent home along with the English version for the parent to seek assistance to the DOE. The school has signage and forms in accordance to our Home Language Report (RHLLA).

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.

Oral interpretation services are provided in-house by the school staff and administrators. Oral interpreters are available at all parent meetings and are available during parent/teacher and vital student/teacher conferences. The school sent daily communication to parents via an automated system called Global Connect.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The school will provide pertinent information to staff members on translation services at Faculty meetings and any updated information via e-mail and daily announcement board. In addition, information poster will be displayed in the school building.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

PS/MS 95 – The Sheila Mencher Van Cortlandt School will communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their child's educational options and parents' capacity to improve their children's achievement. This will be monitored via careful screening at the time of student enrollment through blue emergency cards and Home Language Survey (HLS) to access all available services to ensure that language is not a barrier to building and enfranchising the school community for the ultimate academic success and well being of the child. In addition, our staff and faculty are aware of Chancellor's regulation A-663 and are also aware of school's translation protocols.

Part F: Monitoring and Quality Control

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

The school will utilize parent survey, feedback slip at meetings as well as establishing a comment/suggestion box in the offices of the Parent Coordinator and Parent Association.