

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**09X110**

**School Name:**

**P.S. 110 THEODORE SCHOENFELD**

**Principal:**

**DAISY PEREZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The theodore schoenfeld school School Number (DBN): 09X110  
Grades Served: PreK-5  
School Address: 580 Crotona Park South, Bronx, NY 10456  
Phone Number: 718-861-0759 Fax: 718-861-2750  
School Contact Person: Drita Gjonecaj Email Address: dgjonecaj@schools.nyc.gov  
Principal: Daisy Perez  
UFT Chapter Leader: Erinneta Long  
Parents' Association President: Natividad Soto  
SLT Chairperson: Erinneta Long  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Amina Trawill  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 09 Superintendent: LETICIA RODRIGUEZ-ROSARIO  
Superintendent's Office Address: 1245 WASHINGTON Ave, Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7140 Fax: 718-410-7017

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: One Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRUIZ2@schools.nyc.gov  
Phone Number: 718-828-7776 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<br>(Blue Ink) |
|------------------|---|-------------------------|
| Daisy Perez      | *Principal or Designee  |                         |
| Erinneta Long    | *UFT Chapter Leader or Designee   |                         |
| Natividad Soto   | *PA/PTA President or Designated Co-President  |                         |
| David Robinson   | DC 37 Representative (staff), if applicable   |                         |
|                  | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | CBO Representative, if applicable   |                         |
| Evelyn Murray    | Member/Teacher  |                         |
| Annette Williams | Member/Teacher  |                         |
| Amina Trawill    | Member/Parent   |                         |
| Carmen Camacho   | Member/Parent   |                         |
| Natividad Soto   | Member/ Parent  |                         |
| Lisa Rose        | Member/ Parent  |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | 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.

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

**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.

### **Context:**

PS 110 is a PreK-5 school located in the South Bronx with a population of 457 students. The school population includes 12% English language learners and 28% students with disabilities. Ninety-one percent of the students qualify for free lunch and 18% of the student population is in Student Temporary Housing.

At our school, we strive to provide a rigorous curriculum and instruction that engages students in cognitively challenging learning activities in order to develop the conceptual understanding of complex materials and opportunities for all learners to prepare for college and career. Teachers work in collaboration with one another to improve instruction and pedagogy to meet the needs of our diverse students. Intervention plans are in place to ensure that all students, including students with special needs and English language learners are provided with quality instruction. English language learners (ELLs) are serviced mostly following the push-in model. Teachers work cooperatively to help the students succeed. This model supports the successful integration of ELLs into the general education class and strengthens alignment between ESL and general course work. Lessons are differentiated by providing multiple opportunities to acquire content subject matter, to process ideas, and to accommodate students' individual needs.

### **Accomplishments:**

- Our **school survey** results indicate the following that 90% of teachers and parents are satisfied with our instructional core. Eighty-three percent of the parents and teachers are satisfied with the systems for improvement, and 85% of teachers and parents are satisfied with our school culture. In addition, 96% of the teachers agree that the principal communicates a clear vision for the school. One hundred percent of the teachers agree that the school has clear measures of progress for student achievement throughout the year.
- Our **School Quality Review** results indicate a well- developed rating in the area of engaging rigorous and coherent curricula, in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. It also indicated a well-developed rating in the area of aligning curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust decisions at the team and classroom levels.
- A comprehensive professional development plan and clear specific feedback further developed our teacher's effectiveness. Collaborative work on looking at student work supported the academic achievement of all students.

### **Challenges:**

- We will continue striving for a school of academic excellence in a school community that has many challenges including our families living in temporary housing, students with emotional problems, students with disabilities, and immigrant students learning a second language.
- More emphasis will be placed on developing teaching practices in order to ensure that all students are immersed in productive struggles with tasks that maximize their opportunities to demonstrate higher order thinking in their work.

We will continue striving to accomplish our school- wide **mission:**

Our school community is committed to providing our students with a rigorous educational program responsive to the needs of individual students in order to ensure career and college readiness.

## 09X110 School Information Sheet

| School Configuration (2014-15)                                  |                      |                  |   |   |
|---|----------------------|------------------|---|---|
| Grade Configuration   | PK,0K,01,02,03,04,05 | Total Enrollment | 480   | 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   | N/A                  | # SETSS          | N/A   | # Integrated Collaborative Teaching           |
|   |                      |                  |   | N/A   |
| Types and Number of Special Classes (2014-15)                   |                      |                  |   |   |
| # Visual Arts   | N/A                  | # Music          | N/A   | # Drama                                       |
| # Foreign Language  | N/A                  | # Dance          | N/A   | # CTE   |
|   |                      |                  |   | N/A   |
| School Composition (2013-14)                                    |                      |                  |   |   |
| % Title I Population  |                      | 92.6%            | % Attendance Rate                               | 92.1%   |
| % Free Lunch  |                      | 93.0%            | % Reduced Lunch                                 | 3.2%  |
| % Limited English Proficient                                    |                      | 11.7%            | % Students with Disabilities                    | 26.1%   |
| Racial/Ethnic Origin (2013-14)                                  |                      |                  |   |   |
| % American Indian or Alaska Native                              |                      | 0.6%             | % Black or African American                     | 44.4%   |
| % Hispanic or Latino  |                      | 50.3%            | % Asian or Native Hawaiian/Pacific Islander     | 0.4%  |
| % White   |                      | 3.8%             | % Multi-Racial                                  | 0.4%  |
| Personnel (2014-15)   |                      |                  |   |   |
| Years Principal Assigned to School (2014-15)                    |                      | 8.25             | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  |                      | N/A              | # of Counselors/Social Workers (2014-15)        | 3   |
| Personnel (2013-14)   |                      |                  |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      |                      | N/A              | % Teaching Out of Certification (2013-14)       | 9.0%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      |                      | 0.3%             | Average Teacher Absences (2013-14)              | 6.91  |
| Student Performance for Elementary and Middle Schools (2013-14) |                      |                  |   |   |
| ELA Performance at levels 3 & 4                                 |                      | 12.8%            | Mathematics Performance at levels 3 & 4         | 23.6%   |
| Science Performance at levels 3 & 4 (4th Grade)                 |                      | 97.4%            | Science Performance at levels 3 & 4 (8th Grade) | N/A   |
| Student Performance for High Schools (2012-13)                  |                      |                  |   |   |
| ELA Performance at levels 3 & 4                                 |                      | N/A              | Mathematics Performance at levels 3 & 4         | N/A   |
| 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 | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | N/A   |
| 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 | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | YES              |   |   |
| Met Adequate Yearly Progress (AYP) in Science (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                                      |                      | 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.

#### Strengths

##### Framework for Great Schools Report 2015

- The results of the Framework for Great Schools Report 2015 indicate the Common Core Shifts in Literacy as a strong area, as compared to other city schools.
- Unit plans are designed by grade level teachers providing coherence and consistency across all grade levels.

##### Quality Review 2014-15

The school received a “proficient” rating in the following area:

- 1.1 Ensure engaging, rigorous, and coherent curricula, in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

The school received a “well-developed” rating in the following area:

- 2.2 Align curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level

#### **Areas of concern:**

- Common Core ELA of 2014 scores by grades:

Third Grade 6%

Fourth Grade 20%

Fifth Grade 11%

- The Common Core Mathematics of 2014 scores by grades:

- Third Grade 26%

- Fourth Grade 24%

- Fifth Grade 16%.

Quality Review 2014-2015

The school received a “developing” rating in the following area:

- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

The above data indicates that the school needs to continue its instructional focus in the planning and teaching of a rigorous curriculum accessible for all learners.

**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.

By the end of June 2016, teachers in grades Kinder thru Grade 5 will develop rigorous reading units of study aligned with the Common Core Learning Standards as measured by the design of five units of study.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>R , professional development, and/or systems and structures needed to impact change.</p> <p><b>Ensure engaging , rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards</b></p> <ul style="list-style-type: none"> <li>● The reading Units of Study will be implemented in grades Kinder- Grade 2 during the reading period of the two hour literacy block. The Core Knowledge curriculum will be used as a</li> </ul>  | <p>All Teachers</p>                                     | <p>September 2015-June 2016</p>                            | <p>Administration Staff<br/><br/>Coaches</p>  |

resource to plan the units of study. Grades 3 - 5 teachers will design their own units.

- A balanced literacy approach including read aloud, shared reading, guided reading, and independent reading will be used during the reading period of the literacy block.
- The workshop model including a mini-lesson, guided practice, and independent reading will be used during the reading period.
- Guided reading small groups and independent conferences will be conducted every day during the independent period of the Reading Workshop model.
- The reading units of study will be fully aligned with the Common Core Learning Standards and the instructional shifts including building knowledge through content-rich nonfiction and informational text; reading and writing grounded in evidence from text; regular practice with complex text and its academic vocabulary.
- High order thinking will be incorporated into the units of study using Hess' Cognitive Rigor Matrix & Curricular. Applying Webb's Depth of Knowledge Levels to Bloom's Cognitive Process will be used as a resource in designing high order thinking questions .
- High order thinking skills will be embedded in a coherent way so that all students (students with disabilities and English Language Learners) have access to all learning activities.
- An analysis of student work and data will inform the planning of the units of study.
- Teachers will collaboratively plan focusing where the standards focus.
- Coherence will be provided across the grades linking major topics within the grade.
- Math fluency will be promoted at the beginning of the Math lesson with flashcards and quizzes in order to promote academic rigor.
- A deep conceptual understanding will be incorporated in the Share component of the Workshop Model using scoring rubrics, Math language, and classroom discussions.

**Align assessment to curricula, use on going assessments and degrading practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.**

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Grade level teams will develop rubrics and exemplary pieces providing students with clear expectations for student mastery.</li> <li>• Teachers will provide students with meaningful feedback for improvement and next steps.</li> <li>• Common Core Standards aligned assessments will be used to develop a clear understanding of students’ progress across all grade levels.</li> <li>• Teacher assessment practices include ongoing checks in order to adjust instruction as needed and inform students of next steps.</li> </ul> <p>Danielson’s Framework for Teaching</p> <p>Knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li>• Lessons will reflect important concepts in the subject area being taught.</li> <li>• Lessons and unit plans will include prerequisite relationships among concepts and skills in order to promote the conceptual understanding of the curriculum.</li> </ul>  |  |  |  |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,</p> <p><b>Develop teacher pedagogy from a coherent set of beliefs about how students learn best.</b></p> <ul style="list-style-type: none"> <li>• Knowledge of pedagogical strategies appropriate for students with disabilities will ensure the access to all learners.</li> <li>• Teaching practices will be aligned to the instructional shifts.</li> <li>• Teaching strategies such as questioning and scaffolds will provide multiple entry points so that all learners (students with disabilities and English Language Learners) have access to challenging tasks.</li> <li>• Classroom discussions reflect high levels of student thinking.</li> <li>• Teachers will differentiate the quantity of work while maintaining the same curricular outcomes for the different subgroups.</li> <li>• Teachers will use effective questioning skills such as asking specific, guiding, and open-ended in order to support critical thinking skills.</li> </ul> |  |  |  |

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| <p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p> <ul style="list-style-type: none"> <li>• Parents will be involved in decision-making during School Leadership Team meetings.</li> <li>• Grade level curriculum maps will be shared with all parents at the beginning of the school year.</li> <li>• Parent workshops will be conducted by lead teachers and materials will be provided to support student achievement.</li> <li>• Parents will be provided with the information and training needed to understand the rigorous curriculum and instruction expected in all classrooms.</li> <li>• Parents will be provided with information in different languages where parents can understand.</li> <li>• Parents will be trained in how to access Educational software programs at home to support reading development and Math fluency.</li> <li>• Parents will be invited to participate in classroom observations during the reading period.</li> <li>• Progress reports will be sent home after each reading assessment informing parents of the reading level and progress of each student.</li> <li>• Grade level teams will design a monthly newsletter informing parents of the units of study that they will be studying.</li> <li>• Teachers will meet with parents four times a year in formal meetings to discuss curriculum and expectations for the year.</li> <li>• A full time parent coordinator will collaborate with teachers in coordinating parent-teacher meetings throughout the year.</li> </ul> | <p>All Parents<br/>ELL Parents</p> | <p>September 2015 - June 2016</p> | <p>Administration Staff<br/><br/>Teachers<br/>Parent<br/>Coordinator</p> |
|  |                                    |                                   |  |

**Part 4 – Budget and Resource Alignment**

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| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> <li>• The school-wide schedule will allow teachers to have a 2 hour of literacy block for the implementation of balanced literacy.</li> </ul>                       |

- A Literacy and Math Consultant will support teachers in the planning of the units of study.
- Funds will be used to purchase resources to supplement the units of study.
- Leveled libraries will be purchased to support independent and guided reading.
- Math manipulatives will be used to promote the conceptual understanding of Mathematics.
- Computer programs such as Raz-kids, My On Literacy Program, and Big Brainz will be used to support the progress of students in reading and Mathematics.
- Per session funds will be allocated for teacher curriculum planning.
- Funds will be allocated for parent workshops and instructional materials promoting parental involvement.
- Professional Learning Teams will be formed on topics of professional development.

**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                    | X | Title I TA | X | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|---|----------|---|--------------------------------|---|------------|---|------------------|---|-------------------|--|----------------------|
|   | C4E      |   | 21 <sup>st</sup> 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.

- An assessment team including lead teachers will meet with school leaders to analyze student achievement data on a monthly basis.
  - A curriculum team will meet monthly to analyze the literacy curriculum and make adjustments informed by student data.
  - Grade level teams and intervention teachers will meet to analyze individual student data and develop action plans for improvement based on data and professional conversations.
  - School leaders will analyze student data and systems of progress during cabinet meetings.
- Three unit of study aligned with the Common Core Learning Standards will be completed by February 2016.

**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.

#### Framework for Great Schools Report 2015

- Increase student attendance and increase students’ learning. Our latest data indicates that during the 2013-2014 there was a 29% of chronic absenteeism.
- Our Framework for Great School Report indicates that 81% of teachers and parents feel safe at school and 66% indicated that classroom behavior requires improvement.
- There is a significant number of child abuse cases reported during the academic school year 2014-2015
- Eighteen percent of our student population is living in temporary housing. These students are being admitted and discharged throughout the year creating a challenge to the academic progress of these students.

#### PS 110 is striving to:

- Maintain a positive and supportive school culture where students achieve academically and build positive relationships with each other and with all the adults in our learning community.
- Emphasize the 3Rs: Respect, Responsibility and Self-Regulation in order to decrease the number of incidents among students.
- Promote academic achievement
- Provide guidance and intervention to students at-risk in order to create a safe and positive learning environment where students’ contributions and valued and respected
- Support struggling students with various methods of intervention through T PBIS and Guidance.
- Provide our students with a nurturing and challenging learning environment where high expectations are communicated to all students, including English language learners and students with special needs

### 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.

By June 2016, we will establish a positive learning environment where students feel safe as measured by an increase in the percentage of student meeting grade level standards and a reduction of incident reports.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>  | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>   | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>  |
|---|---|--|--|
| <p>Professional development, and/or systems and structures needed to impact change.</p> <p><b>Increase students’ learning by supporting the improvement of students’ attendance.</b></p> <ul style="list-style-type: none"> <li>• Teachers and support staff will adhere to school wide policies and procedures regarding accountability for monitoring student attendance and conducting parent outreach.</li> <li>• Overall school wide attendance percent will be publicly shared with all constituents.</li> <li>• Classroom teachers will closely monitor their student’s attendance and conduct parent outreach when a student is absent via phone call, notes, and conferences.</li> <li>• Teachers will communicate high academic and attendance expectations to their parent during their outreach.</li> <li>• Attendance letters will be sent to parents of students that do not meet standards for attendance and punctuality</li> <li>• Attendance committee will meet on a monthly basis to review students’ attendance records and outreach conducted by teachers and support staff.</li> </ul> | <p>Parents and students</p> <p>Staff, Students, and Families</p> <p>Staff, Students, and Families</p> | <p>Sept. 2015- Jun. 2016</p> <p>Sept. 2015- Jun. 2016</p>  | <p>Administrative Staff, Classroom teachers, Attendance Committee (formed by:</p> <p>Guidance Counselors, school and administrative staff)</p> <p>Administrative Staff, Teachers, parents, and students</p> <p>Administrative Staff, Teachers, parents, and students</p> |

- Guidance counselor will contact parents when there is a pattern of absenteeism and will provide families with referrals for intervention to improve students' attendance.
- Teachers and counselors will meet with parents to discuss attendance impact on students' academic and social emotional progress.
- Home visits will be conducted when parent outreach is unsuccessful.
- Classes and students with 100% attendance will be recognized and rewarded on a monthly basis.
- Teachers whose classes did not meet standards for attendance will receive a letter from the principal, with explicit next steps and recommendations for parent outreach.

**Establishing a culture for learning that communicates high expectations to staff, students, and families and provide support to achieve those expectations**

- Teachers will use tools such as curriculum binder, instructional memorandum, data collection sheets and templates for analyzing student work.
- Teachers will be informed with regards to state and city expectations linked to the targeted components of the Danielson Framework.
- Teachers will continue working collaboratively in planning and preparation in order to maintain peer support for academic work.
- Teachers will use bulletin boards to validate students' academic progress by sharing their work with the learning community.
- Teachers will analyze student work and provide students with feedback to further their learning.
- Student Council will support school-wide decisions.

**The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students.**

- Teachers will be accountable for maintaining high instructional expectations as measured by conference notes, review of unit plans, and analysis of student work.
- Teachers will establish and maintain a safe and academically rigorous learning environment for all students.

|  |                                       |                              |                                      |
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| <ul style="list-style-type: none"> <li>• Teachers will modify units of study and will use scaffolding techniques in order to make the curriculum accessible to English Language Learners and students with disabilities.</li> <li>• Teachers in grades K-5 will make high level of expectations clear to the students by using standard based checklists and rubrics.</li> <li>• Students’ performance will be monitored through the use of data spreadsheets and folder system for the collection of student work.</li> <li>• Students’ academic achievement will be publicly recognized during monthly grade level assemblies and during Principal’s Honors Award ceremony after each report card.</li> <li>• Teachers will monitor students’ progress and will provided response to intervention during school hours.</li> <li>• Teachers will develop academic intervention plans and will monitor students’ progress on a six week cycle. At the end of each cycle the students will be assessed to keep accurate record of students’ academic progress.</li> <li>• Response to Intervention (RT I) teachers will support students in grades 3 th ru 5 that are not performing at grade level in Literacy and Mathematics in order to provide students with opportunities for success.</li> </ul> <p>RTI teachers will work with small groups of students to provide individualized instruction to support students’ academic needs informed by data.</p> |                                       |                              |                                      |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,</p> <p><b>Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.</b></p> <ul style="list-style-type: none"> <li>• In order to decrease the number of incidents among students and enhance peer interactions we will continue the implementation of our <b>Positive Behavior Interventions and Support-P BIS</b> framework . This framework will be used to support a positive culture as well as the social-emotional behavior of all our students by creating a social-culture that will encourage positive behavior and interactions, while discouraging problem behaviors.</li> <li>• Teachers and support staff will create a safe and positive learning environment through the implementation of the PB IS framework through planning and instruction.</li> </ul>  | <p>Parents, students and teachers</p> | <p>Sept. 2015- Jun. 2016</p> | <p>Staff, Students, and Families</p> |

- Clear code of conducts will be established and maintained throughout our learning community.
- A School-wide Policies and Procedures Handbook will be provided to all staff in September 2015.
- Student learning and class engagement will increase as students follow classroom structures and routines.
- Guidance Counselors will provide guidance and intervention to students who require additional support in following the code of conduct in order to support students' social and emotional development.
- Professional development on creating and maintaining a positive learning environment of mutual respect will be provided to all school staff.
- Teachers will conduct lessons on Respect for All during the second week of school to establish clear code of conduct.
- Positive Behavior Interventions Support lessons will be conducted every Friday during content area period.
- Teachers and students will create and maintain a learning environment of mutual respect where positive behavior is regarded and valued.
- Clear expectations and standard of conduct will be communicated to all students through the P BIS framework.
- Teacher will monitor student behavior against standards of conduct.
- PBIS Team members will adopt a "student buddy" and will monitor the students' academically and behavior progress.
- PBIS Team conducts a self-assessment survey to analyze framework impact on students' behavior.
- PBIS Team and teachers maintain record of students' rewards for positive behavior. Students' efforts will be validated. Students will receive the "R" tickets when displaying responsible and respectful behavior towards peers and staff.
- They will receive incentives in exchange for their "R" tickets. If students followed the 3Rs during the entire week, they will have the opportunity to participate of a community dance "Happy Friday," on Friday morning.

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| <ul style="list-style-type: none"> <li>• Students will be recognized for their positive behavior during monthly grade level assembly programs.</li> <li>• Exemplary students will participate in school clubs such as Basketball, Music, Dance, and Art.</li> </ul>  |                      |                          |                               |
| <p>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</p> <p><b>The school provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner.</b></p> <ul style="list-style-type: none"> <li>• Parents will be invited to Parent Curriculum Night and open school events.</li> <li>• Parents will be provided with written and verbal progress reports periodically to keep them informed of their children’s progress.</li> <li>• School-wide mission, vision, and goals will be shared with the entire school community.</li> <li>• Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events.</li> <li>• Parents will receive monthly teacher created grade level newsletters to inform parents of curriculum, assessments, and grade specific activities.</li> <li>• Literacy/Math/Science/Social Studies celebrations where students showcase their accomplishments in a specific content area.</li> <li>• Parents will have the opportunity to visit classrooms and observe Math lessons aligned with Common Core Learning Standards in order to support parents in understanding the teaching of Mathematics.</li> <li>• Parents will receive workshops in all content areas aligned to the Common Core Learning Standards.</li> <li>• Parents will be provided with grade level curriculum maps.</li> <li>• Letters will be sent home for each new math chapter and the Common Core Learning Standards addressed.</li> <li>• Parents will be invited to curriculum evening and open school events.</li> <li>• Parents will participate in Math Family Game Nights in order to support Math skills through games.</li> </ul> | Parents and students | Sept. 2015-<br>Jun. 2016 | Staff, Students, and Families |

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| <ul style="list-style-type: none"> <li>• Parents will be invited to Principal’s Honors Award Ceremony where students’ academic achievement is celebrated.</li> <li>• A full time parent coordinator will support all parent activities</li> <li>• A parent supervisor will support all personnel with parent engagement issues.</li> <li>• Exemplary students will participate in school-wide performances throughout the year.</li> </ul> |  |  |  |
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**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |   |            |   |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|---|------------|---|------------------|---|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |   |                                |   |            |   |                  |   |                   |  |                      |
| <ul style="list-style-type: none"> <li>• Funding for P BIS incentives for students</li> <li>• Funding to purchase parent instructional materials</li> <li>• Full time parent coordinator</li> <li>• Two full time counselors</li> <li>• Principal’s Honor Award Ceremony (incentives and refreshments</li> <li>• Per Session funding for parent involvement activities</li> </ul> |          |   |                                |   |            |   |                  |   |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |   |            |   |                  |   |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    | X | Title I TA | X | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |   | SIG/SIF    |   | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| <ul style="list-style-type: none"> <li>• Attendance binder system including parent outreach</li> <li>• Attendance committee meetings</li> <li>• Attendance and minutes of monthly school safety meetings</li> <li>• Attendance and minutes of monthly PBIS meetings</li> <li>• Evaluation of PBIS impact in the school environment through the use of data obtained from Online Occurrence Reports.</li> <li>• Attendance and minutes of monthly School Leadership Team meetings</li> </ul> <p>Assessment team will evaluate feedback from surveys and Online Occurrence Report.</p> |
| <b>Part 5b.</b> 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.

#### Strengths

##### School-wide Systems

- Weekly teacher planning time is incorporated into the school-wide schedule.
- Effective school-wide data systems are in place to monitor student progress.
- Looking at student work protocols are in place to provide consistency in grading policies.

##### Quality Review

The school received a “proficient” rating in the following area:

- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

##### Areas of Focus

- Common Core ELA of 2014 scores by grades:

Third Grade 6%

Fourth Grade 20%

Fifth Grade 11%

- The Common Core Mathematics of 2014 scores by grades:

Third Grade 26%

Fourth Grade 24%

Fifth Grade 16%.

##### Quality Review 2014-2015

The school received a “developing” rating in the following area:

• 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

**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.

By the end of June 2016, grade level and intervention teachers will collaboratively analyze student work in the areas of literacy and Mathematics as measured by a 4% increase in students scoring on levels 3 and 4 on the ELA and/or Math State Test or student work folders.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>                                       | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Research , professional development, and/or systems and structures needed to impact change.</p> <p><b>Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level.</b></p> <ul style="list-style-type: none"> <li>• <b>Student Assessment Management System</b> -There will be two spreadsheets, one for Literacy and one for Mathematics. Teachers will record all end of unit data on these sheets in order to see the data at a glance.</li> <li>• <b>The Reading Assessments:</b></li> </ul> <p>Baseline –Fountas and Pinnell Reading Running Record</p> | <p>All teachers</p>                                     | <p>September 2015-June 2016</p>                            | <p>Administrative Staff</p> <p>Coaches</p> <p>Teachers</p>  |

|   |  |  |  |
|---|--|--|--|
| <p>Bi-weekly tests</p> <p>Reading Running Records</p> <p>End of the unit tests</p> <p>Endline –Fountas and Pinnell Reading Running Record</p> <p>ELA Periodic Assessments</p> <p><b>• The Math Assessments:</b></p> <p>Baseline</p> <p>End of chapter tests</p> <p>Midline</p> <p>Endline</p> <p>Math Periodic Assessments</p> <p><b>• The Writing Assessment:</b></p> <p>Baseline</p> <p>Midline</p> <p>Endline</p> <p>End of unit writing pieces</p> <p>Writing on demand</p> <p><b>• Students Achievement Data Binders-Teachers will organize all assessment data to be used for making individual/classroom level decisions</b></p> <p><b>• Student-color-coded folder system-Teachers will be responsible to organize individual assessment data by content. Each content area will have a school-wide designated folder.</b></p> <p><b>• Response to Intervention binders-Teachers will use this binder to organize all small group instruction based on data. It will track student’s mastery of skills and strategies.</b></p> <p><b>• Individual Instruction Binders- Teachers will use this binder to record individual conferences including goals, instruction, and next steps for targeted skills based on data.</b></p> |  |  |  |
|---|--|--|--|

- Class analysis data sheets will be used to record strengths and weaknesses.

**Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.**

- Weekly teacher team planning sessions will be led by lead teacher
- Weekly inquiry team meetings will be led by lead teachers
- Monthly curriculum team meetings will be conducted with grade lead teachers
- Grade level meetings will be conducted to analyze grade/class level data
- Grade level meetings will be conducted to analyze student work using grade level rubrics to ensure consistency
- Teachers will use a protocol for analyzing student work
- Individual teachers will adjust units of study to meet students' needs
- Reinforcement of previously taught skills addressing student deficiencies will be provided to students in small groups at the end of each unit.
- Teachers will participate in collaborations on best teachers' practices to improve instruction
- Related service providers will meet with teachers to share IEP expectations to support student's goals.
- Data is shared at school-wide meetings and action plans are generated to ensure the success of all students
- Data is discussed at grade level meetings with all teachers and decisions are made based on data
- Data is analyzed in weekly meetings and decisions are made regarding curriculum and instruction. Grade leaders and coaches share with administration
- Key decisions are made at School leadership teams

Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,

|   |             |                          |  |
|---|-------------|--------------------------|--|
| <ul style="list-style-type: none"> <li>• Grade level meetings analysis of grade and class level data, and all subgroups</li> <li>• Grade level meetings analyze student work (including ELLs and SWD) using grade level rubric to ensure consistency</li> <li>• Grade level meetings using a protocol including ELLs and SWD.</li> <li>• Teachers will adjust units of study to meet students' needs including ELLs and SWD</li> </ul> <p>Advance</p> <p>The following tools will be used from Advance Program to support ELLs. and SWD:</p> <ul style="list-style-type: none"> <li>• Specific Considerations for Teachers of Students with Disabilities</li> <li>• Specific Considerations for Teachers of English Language Learner</li> </ul> <p>Surveys</p> <p>Teachers capitalize on diversity to enhance the learning experience while designing curriculum.</p>                 |             |                          |  |
| <p>Strategies to promote teacher-parent collaborations to improve student achievement.</p> <ul style="list-style-type: none"> <li>• Parent meetings will be held at different times of the day to honor parent.</li> <li>• Parent surveys will be used to learn more about individual students.</li> <li>• Parents will receive academic progress reports twice a year, in between report cards.</li> <li>• Teachers will collaboratively design newsletters by grade level on a monthly basis.</li> <li>• Grade level teachers will offer parent workshops, once a month, to introduce the chapters in each subject area.</li> <li>• Instructional materials will be provided to all parents in order to strengthen school-parent partnerships.</li> <li>• Parent coordinator will collaborate with teachers in the planning of Common Core Learning Standards workshops.</li> </ul> | All parents | September 2015-June 2016 | Administrative Staff<br>Parent Coordinator<br>Teachers |
|   |             |                          |  |

**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.

- The school-wide schedule will allow teachers to have a 2 hour of literacy block for the implementation of balanced literacy.
- A Literacy and Math Consultant will support teachers in the planning of the units of study.
- Funds will be used to purchase resources to supplement the units of study.
- Leveled libraries will be purchased to support independent and guided reading.
- Math manipulatives will be used to promote the conceptual understanding of Mathematics.
- Computer programs such as Raz-kids, My On Literacy Program, and Big Brainz will be used to support the progress of students in Literacy and Mathematics.
- Per session funds will be allocated for teacher curriculum planning.
- Funds will be allocated for parent workshops and instructional materials promoting home-school partnership.
- Professional Learning Teams will be informed by the professional development needs assessment.

**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                    | X | Title I TA | X | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> 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.

- School-wide student folder systems will be used to monitor progress.
- Coherence and consistency in unit planning will be evident.
- Collaborative work will result in consistency in grading and scoring student work.
- Review of meeting agendas and attendance.
- CCLS Data analysis document following each assessment.

**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.

#### School Survey (2013-2014)

- 96% of the teachers (agree/strongly agree) that the principal communicates a clear vision
- 87% of the teachers (agree/strongly agree) that school leaders place a high priority on the quality of teaching.
- 85% of the teacher (agree/strongly agree) that the school educates students with disabilities in the least restrictive environment.
- 100% of the teachers (agree/strongly agree) that the school has clear measures of progress for student achievement throughout the year.
- 89% of the teachers (agree/strongly agree) that the school uses assessments that are relevant to daily instruction.

#### Quality Review 2014-15

The school received a “proficient” rating in the following area:

- 1.1 Ensure engaging, rigorous, and coherent curricula, in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

The school received a “well-developed” rating in the following area:

- 2.2 Align curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

#### Area of Focus

The school received a “developing” rating in the following area:

- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

### **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.

By the end of June 2016, teachers will demonstrate improvement in pedagogy as measured by an increase of teachers obtaining an effective Advance overall rating.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>   | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>R esearch , professional development, and/or systems and structures needed to impact change.</p> <p><b>School leaders make strategic organizational decisions to support the school’s instructional goals and meet students learning needs.</b></p> <ul style="list-style-type: none"> <li>• Literacy and Math consultants will provide guidance and support to all teachers through teacher workshops, curriculum planning, model lessons, and co-teaching.</li> <li>• City-wide and District-wide professional development supports capacity building and sustainability throughout the school.</li> <li>• Two coaches (literacy and mathematics) provide in school support to teachers through differentiated professional development and cycles of learning.</li> <li>• Two full time counselors support the emotional well-being of all students.</li> <li>• Administrative staff models professional development sessions in order to build capacity and support distributive leadership.</li> </ul> | <p>Administrative Staff</p>                                    | <p>September 2015-June 2016</p>                                   | <p>School Leadership Team</p>  |

- The school-wide schedule is designed to support collaborative planning and teacher team meetings.
- A professional development team designs a professional development plan based on the needs of the school.
- Supplementary programs such as After-School and Saturday Programs support targeted students in Response to Intervention activities.
- Response to Intervention is incorporated within our content area instruction.
- ESL classes are offered in a special Afterschool Program exclusively for English Language Learners.
- Teachers are strategically assigned based on strengths and student population.
- Student-teacher ratios are reduced in grades 3, 4, and 5 using Response to Intervention personnel.
- Positive Behavior Intervention Systems are in place to support the social-emotional status of each student.

**School leaders maintain a culture of mutual trust and positive attitudes that supports the academic growth of students and adults.**

- Strict and clear policies and procedures support a safe environment conducive to learning.
- Student involvement in school-wide decisions is supported through our student council.
- School-wide structures are in place to support student attendance.

**A coherent vision is established for school improvement that is reflected in data-based goals.**

- All members of the school community are engaged in a process for applying the framework for great schools.

**School leaders observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.**

|   |   |                                 |   |
|---|---|---------------------------------|---|
| <ul style="list-style-type: none"> <li>• School leaders support all teachers in the observation cycle providing teachers with authentic feedback and next steps using student data.</li> <li>• School leaders provide specific feedback using the Danielson Framework for Teaching. The feedback is specific and supports teacher development.</li> <li>• There is a clearly articulated system to support teacher’s professional development through a comprehensive professional development plan.</li> <li>• Inter-class visitation will be coordinated to strengthen pedagogy.</li> </ul> <p><b>School leaders evaluated the quality of school level decisions, making adjustments as needed to increase the coherence of practices across the school with particular attention to the Common Core Learning Standards.</b></p> <ul style="list-style-type: none"> <li>• Data binder systems are used to collect student achievement data and have it accessible at all times.</li> <li>• Grade level meetings are used to evaluate student work against a scoring rubric using: “Looking at Student Work Protocol.”</li> <li>• Grade level meetings are used to evaluate strengths and weaknesses of CCLS and plan/adjust units of study.</li> <li>• Color-coded school-wide folder systems provide and organized system to place student work by subject area.</li> <li>• Analysis of student achievement data are used to determine targeted population for intervention programs.</li> </ul> |   |                                 |   |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,</p> <ul style="list-style-type: none"> <li>• Two ES L teachers, one for grades K thru 2 and one for grades 3 t hru 5 provide supports and scaffolding instruction to all English Language Learners to ensure compliance.</li> <li>• A Special Education Teacher Support Service (SETS S) teacher supports students in need of additional support through a small group environment and scaffolding techniques.</li> </ul>   | <p>Administrative Staff</p> <p>ESL Teachers</p> <p>All Teachers of ELLs</p> | <p>September 2015-June 2016</p> | <p>Teachers</p> <p>Coaches Administrative Staff</p> |

|  |                   |                          |   |
|--|-------------------|--------------------------|---|
| <ul style="list-style-type: none"> <li>• Related service personnel provide students with special services that will enable students to make a quick transition into the general education setting.</li> <li>• One self-contained class per grade support students in need of a smaller learning environment.</li> <li>• Response to Intervention teachers will provide Tiered intervention to targeted students.</li> <li>• Response to Intervention protocols will be followed to support targeted students and subgroups.</li> <li>• School leaders effectively align the use of resources and support school-wide instructional goals.</li> </ul>   |                   |                          |   |
| <p>Strategies to promote parent leadership and engagement as a key lever for school improvement.</p> <ul style="list-style-type: none"> <li>• The school community aligns parent engagement and student learning experiences through strategically designed parent involvement yearly plans.</li> <li>• A parent handbook provides information to parents regarding school policies and procedures.</li> <li>• There is an effective system including a parent concern form that is completed every time a parent comes to the school with a concern.</li> <li>• A full time parent coordinator supports parents with any concerns and facilitates meetings with school personnel.</li> <li>• Monthly calendars are designed to inform parents of all monthly school functions.</li> <li>• A School Leadership Team meets monthly to support the school in important decision-making.</li> <li>• A Parent Association supports the school community with additional parental involvement activities including fundraisers to support school activities.</li> </ul> | All staff members | September 2015-June 2016 | School Leadership Team<br>All Staff<br>Parent Coordinator |
|  |                   |                          |   |

**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.

- The school-wide schedule will allow teachers to have a 2 hour of literacy block for the implementation of balanced literacy.

- Funds will be allocated to support outside consultants (Literacy and Math) for planning of the units of study.
- Funds will be used to purchase resources to supplement the units of study.
- Leveled libraries will be purchased to support independent and guided reading.
- Math manipulatives will be used to promote the conceptual understanding of Mathematics
  - Computer programs such as RazKids, My On Literacy Program, and BigBrainz will be used to support the progress of students in reading and Mathematics.
- Funds will be allocated for teacher curriculum planning.
- Funds will be allocated for parent workshops and instructional materials promoting parental involvement.
- Professional Learning Teams will be formed on topics of professional development.

**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                    | X | Title I TA | X | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|---|----------|---|--------------------------------|---|------------|---|------------------|---|-------------------|--|----------------------|
|   | C4E      |   | 21 <sup>st</sup> 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.

- Monthly cabinet meetings
  - Assessment team meetings and data review
  - Periodic Learning Walks will be conducted in the area of pedagogy.
  - Classroom observation cycle (observe, prepare and share feedback, and develop)
  - School-wide systems of monitoring progress (content area student folders)
  - Teacher feedback to promote further development.
- Mid-year conference to re-visit professional development goals in February 2016.

**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.

#### School Survey (2013-2014)

- Parental involvement in the school received a rating of 72%. Based on the same report, teacher outreach to parents is 91%, and parent – teacher trust is 91%.
- 89% of parents (strongly agree or agree) that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways
- 88% of the parents feel that the school offers a wide variety of courses, extracurricular activities, and services to keep their child interested in school.
  - 93% of the parents feel that they are kept informed about their child’s academic progress and 88% of them feel that the school gives their child extra help when he or she needs it.

### 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.

By the end of June 2016, we will develop a plan to involve parents in instructional activities that will support student achievement as demonstrated by a 10% increase in parent attendance in school functions and activities.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Information about school and parent related programs, meetings and other activities will be in a format and in languages that parents can understand.</p>  | <p>All Parents,<br/>Parents of ELLs</p>                 | <p>September 2015-June 2016</p>                            | <p>School Leadership Team</p>   |
| <p>Administration, teachers and parent coordinator will offer series of workshops on various topics to provide parents the opportunity to better support their students.</p>  | <p>All Parents</p>                                      | <p>September 2015-June 2016</p>                            | <p>School Leadership Team and school personnel</p>  |
| <ul style="list-style-type: none"> <li>• Parent need surveys will be conducted twice a year to assess and plan accordingly to parent needs.</li> <li>• Goals and curriculum will be shared with parents through grade level newsletters, curriculum nights, and workshops.</li> <li>• Parents will be trained on the E LA and Math Common Core Learning Standards in order to become familiar with ways to support their children home.</li> <li>• Parents will have the opportunity to visit classrooms and observe reading, writing, and math lessons aligned with the Common Core Standards in order to understand the teaching of E LA, Mathematics, and subject matter.</li> <li>• Parents will be periodically provided with written and verbal progress reports to keep them informed of their children’s progress.</li> <li>• Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events.</li> <li>• Parents will be invited to writing, math, and content area celebrations throughout the year, including Math family Night and Science Fair.</li> </ul> | <p>All Parents</p>                                      | <p>September 2015-June 2016</p>                            | <p>School Leadership Team and school personnel</p>  |

|  |                |                          |                        |
|--|----------------|--------------------------|------------------------|
| <ul style="list-style-type: none"> <li>• All critical school documents will be translated and interpretation will be provided during meetings and events as needed.</li> <li>• Parent Handbook including city/school policies and procedures will be provided to all parents.</li> </ul> |                |                          |                        |
| Parent Association will provide parents with support and information during their monthly meetings and in school.  | PA Association | September 2015-June 2016 | School Leadership Team |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |   |            |   |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|---|------------|---|------------------|---|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |   |            |   |                  |   |                   |  |                      |
| Schedule of parent involvement activities   |          |   |                                |   |            |   |                  |   |                   |  |                      |
| Full time parent coordinator  |          |   |                                |   |            |   |                  |   |                   |  |                      |
| Parent Association volunteers   |          |   |                                |   |            |   |                  |   |                   |  |                      |
| Community Based Organizations to support parental involvement (Claremont Neighborhood Center, PHIPPS, Lincoln Center, Safe Horizon for Domestic Violence Program, Dance Classroom)              |          |   |                                |   |            |   |                  |   |                   |  |                      |
| Funding for translations  |          |   |                                |   |            |   |                  |   |                   |  |                      |
| Funding for instructional materials   |          |   |                                |   |            |   |                  |   |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |   |            |   |                  |   |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    | X | Title I TA | X | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |   | SIG/SIF    |   | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|  |
|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| <ul style="list-style-type: none"> <li>• School survey 2015-2016</li> <li>• Parent attendance in different activities and/or events</li> <li>• Monitoring student participation progression using Raz-kids and BigBrainz</li> <li>• Monitoring of homework and reading logs</li> <li>• Parent/Teacher Conferences</li> <li>• School Leadership Team</li> <li>• Student Progress Report</li> <li>• Monthly parent logs</li> </ul> <p>The School Leadership Team will conduct an analysis of all parental involvement activities by the end of January 2016.</p> |
| <b>Part 5b.</b> 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.)      |
|---|---|---|---|--|
| <b>English Language Arts (ELA)</b>          | <p>Students are assessed with Reading Running Records every 6 weeks. Students who are not meeting interim benchmarks are invited to attend intervention services.</p> <p>State exam scores for students in grades 4 and 5 are used. Assessment teams in each grade meet to identify students in the lowest third.</p> | <p>Programs directly support classroom instruction with skills identified through teacher observation and looking at student work.</p>        | <p>Small Group<br/>one-to-one</p> <p>After School Tutoring</p>                | <p>During school day (either push-in or pull-out services)</p> <p>After School, Saturday</p> |
| <b>Mathematics</b>                          | <p>Students who are not meeting interim benchmarks and/or are scoring low in Math Chapter tests are invited to attend after school.</p> <p>State exam scores for students in grades 4 and 5 are used. Assessment teams in each grade meet to identify students in the lowest third.</p>                               | <p>Extra support is given using manipulatives, tiered activities, mathematics games, hands on activities, and problem solving strategies.</p> | <p>Small Group,<br/>After School Tutoring</p>                                 | <p>During school day (either push-in or pull-out services)</p> <p>After School, Saturday</p> |
| <b>Science</b>                              | <p>Students will be provided with Science interventions based using ELA assessment data.</p>  | <p>Guided reading and writing</p> <p>Book clubs</p>   | <p>Small Group,<br/>After School Tutoring</p>                                 | <p>After School, Saturday</p>  |
| <b>Social Studies</b>                       | <p>Students will be provided Social</p>   | <p>Guided reading and writing</p>   | <p>Small Group,</p>   | <p>After School, Saturday</p>  |

|  | Studies interventions based on ELA assessment data.  | Book clubs   | After School Tutoring             |                          |
|--|--|--|-----------------------------------|--------------------------|
| <p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>Students requiring at-risk services will be reviewed by Pupil Personnel Team based on teacher referral, administrators and/or families.</p> | <p>One- on- one or group counseling.</p> <p>All students are eligible for counseling services based upon needs. Long term and crisis intervention services will be provided. Teachers, parents, Pupil Personnel Committee, and supervisors make recommendations for counseling services and outside agency referrals.</p> <p>All attempts to facilitate the success of all students are made in a general education setting. Early intervention is crucial to further student achievement both academically and socially. At teacher team meetings, students requiring intervention are discussed and suggestions are made for remediation. Additional interventions and services are planned as needed.</p> | <p>Small Group and One on One</p> | <p>During school day</p> |

## 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. |                                 |  |   |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                 |  | <b>Non-Title I</b>                      |

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| <p>All pedagogues will be certified:</p> <ul style="list-style-type: none"> <li>• All new teachers hired will be certified.</li> <li>• Attendance at Job Fairs will ensure the hiring of highly qualified teachers</li> </ul> <p>All new teachers will receive mentoring services.</p> <p>Individual teachers' strengths and weaknesses will be identified (Initial Teacher Conferences, formal, and informal observations) using the Danielson's Teacher Effectiveness Rubric.</p> <ul style="list-style-type: none"> <li>• Teachers in need of support will receive professional development on an individualized or cohort basis.</li> <li>• Teachers demonstrating strong pedagogy will be:             <ul style="list-style-type: none"> <li>- invited to become a Lab site for the grade</li> <li>- encouraged to participate in collegial sharing opportunities</li> </ul> </li> <li>• The literacy and mathematics coaches will provide a well-structured, intensified professional development program to ensure proper implementation of the Instructional Shifts with the purpose of fully aligning instruction with the Core Curriculum Learning Standards.</li> <li>• Supervisors will use the Danielson's Framework for Teaching as the foundation for professional conversations with teachers as they seek to enhance their skills in the complex task of teaching. They will support teachers and teacher teams in planning lessons and units, as well as looking at student work for evidence of learning and/or needs.</li> <li>• Administrative staff will continually provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to the Teacher Effectiveness Framework Rubric, the Common Core Learning Standards, and other content standards.</li> </ul> |

- All pedagogues, both new and experienced, will receive professional development as needed on an on-going basis.
- Mentors will continue to support new teachers in all components of the Danielson Teacher Framework.
- All newly assigned teachers will be paired with an experienced colleague on their grade.
- Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on effective pedagogy.
- Coaches will create Lab sites for teachers to view model lessons in literacy, mathematics, and content areas.

## **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).

- Implementation of the Danielson Teacher Effectiveness Framework will allow administrative staff and teachers to evaluate effectiveness in pedagogy and provide support as needed.
- A comprehensive mentoring program will support all new teachers in ensuring that they are meeting professional teaching standards. Mentoring logs will document new teachers' progress in the professional teaching standards continuum.
- On-going informal and formal observations throughout the course of the year will provide us with information to assess pedagogues' strengths and weaknesses in order to build capacity and plan school-wide and differentiated professional development, as well as individual coaching cycles.
- A Math Consultant from Generation Ready will support all teachers in enhancing pedagogy in order to build students' conceptual understanding of Mathematics.
- Model lessons in effective teaching practices will be offered throughout the year in order to build capacity and promote collaborative learning.
- Data from Inquiry Team research will be used to strengthen teaching and learning practices.
- The sharing of research-based best teaching practices will be promoted during Mondays' professional development.
- Lunch and Learn sessions will be offered to all teachers in effective practices of teaching and learning as per informal and formal observations.
- Scheduling grade level common planning time will allow teachers to meet by grade levels to analyze grade level data, and align curriculum and instruction to this data and to the Common Core Learning Standards.
- Individual coaching cycles will be informed by the Danielson Teacher Effectiveness Framework offered to all new and experienced teachers in need of additional support.
- Administrative staff will coordinate training sessions and will provide continuous actionable feedback to all teachers to promote professional growth.
- Training sessions during Monday's professional development sessions will provide teachers with the opportunity to evaluate school goals, understand the School's Progress Report and the School's Quality Review.

- Professional development in the area of text complexity and in teaching reading comprehension will be provided throughout the year.
- Inter-class visitations will be scheduled to support teacher effectiveness.
- The New Teacher Learning Center will provide administrative staff and coaches professional learning opportunities in the use of Danielson’s Framework for Teaching and in the observation cycle.
- Network and city-wide training sessions will promote the professional development of our administrative staff.
- Our Specialty program schedule will promote literacy through the arts, technology, and good health habits.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

- Orientation session will be provided to Pre-K parents in order to assist students with the transition into Kindergarten.
- Parents will accompany the students to our receiving area during the first two half-days to ensure that students feel safe and welcomed into the Kindergarten program.
- Parents will be provided with information regarding school policies and procedures in order to assist them with the transition into the elementary school setting.
- Teachers will conduct individual conferences with parent and will share instructional and non-instructional information.

- Parent will be invited to attend our Open School Night where teachers will share curriculum expectations for all new Kindergarten students and parents.
- Parent Coordinator will assist new Kindergarten parents with information as requested.
- Pre-K and Kindergarten teachers will participate during weekly professional development sessions and will meet during common planning periods to plan collaboratively.
- Teachers will use Core Knowledge curriculum and will make high level of expectations clear to parents and students.
- Teachers will use “The Go Math Program” as the Mathematics curriculum and will include the use of manipulatives to build students’ conceptual understanding.
- Teachers will closely monitor students’ transition into Kindergarten and will establish rituals and routines thus providing students with a structured and inviting learning environment.
- Teachers will monitor students’ academic progress and align the curriculum in order to provide response to intervention in a six week cycle to ensure that students make adequate progress and reach grade level standards in academics.
- Parents will be provided with written and verbal progress reports periodically to keep them informed of their children’s progress.
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events.
- Parents will receive monthly teacher created grade level newsletters to inform parents of current units of study, instructional activities, and reminders.
- Parents will be invited to in classroom Literacy Celebrations where students showcase their accomplishments in reading and writing.
- Parents will have the opportunity to visit classrooms and observe math lessons aligned with Common Core Standards in order to support parents in understanding the teaching of Mathematics.
- Parents will be trained on all subject areas aligned with the Common Core Learning Standards through our Parent Workshop Series.
- Parents will be provided with grade level curriculum maps.
- Letters will be sent home for each new math chapter and the Common Core Learning Standards addressed.
- Parents will be invited to celebrations throughout the year.
- Parents will be invited to curriculum evening and open school events
- Parents will participate in Math Family Game Nights in order to support Math skills through games.
- Parents will be invited to Principal’s Honors Award Ceremony where students’ academic achievement is celebrated.

#### 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.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 396,913.00  | X   | All goals                        |
| Title II, Part A       | Federal  | 87,010.00   | X   | All goals                        |
| Title III, Part A      | Federal  | 11,200.00   | X   | All goals                        |
| Title III, Immigrant   | Federal  | 0   |   |                                  |
| Tax Levy (FSF)         | Local  | 2,811,751.00  | X   | All goals                        |

#### <sup>1</sup>Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 110x** 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 110 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., N CLB/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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**[School name]**, 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 (NC LB) 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 1<sup>st</sup> 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 (E SEA) 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.

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

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

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

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

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

| Part A: School Information   |                    |
|--|--------------------|
| Name of School: <u>The Theodore Schoenfeld School</u>  | DBN: <u>09X110</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):  |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: <u>58</u>  |
| Grades to be served by this program (check all that apply):  |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u>  |
| # of certified ESL/Bilingual teachers: <u>2</u>  |
| # of content area teachers: <u>0</u>   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:           The ESL program at PS 110 serves students in Kindergarten through fifth grade.

Additional direct instructional services for English language learners will be given using Title III Funds. An after – school tutorial program will take place on Wednesdays and Thursdays from November 2014 to June 2015 for a total of 60 sessions to serve ELL students in grades K-5. Each session is two hours. Students at Advance and High Intermediate language proficiency will be taught content area using English as a second language scaffolding strategies (30 sessions). Low intermediate and beginners will be focusing in language development including speaking, listening, reading, and writing (30 sessions). Different assessment data were analyzed to determine areas of focus. These students exhibit inadequate growth on both academic and language matters. Their English language proficiency ranges between Low Beginning and Advance, while their reading level is often far below their grade level. Two certified ESL teachers will provide instruction for these students. Instruction will be given in English while there is support in their native language if necessary to add comprehension. Specific attention will be drawn on expanding their vocabulary, language development, writing, and math. Students will read, talk, and write about the different content areas with the purpose of enhancing their academic language needed for success. The use of scaffolding techniques, visuals, and real life objects will support our ELL students throughout this program mostly in the content areas of English Language Arts, Science, and Social Studies. Authentic experiences will promote the connection to the real world as they increase their English language proficiency. In addition, they will work on projects that are aligned with the Expeditionary Learning curriculum which is being used schoolwide.

To support English language acquisition, we will use among others the ELL component of Reading Street and Expeditionary Learning. Using a thematic approach to teaching English, we will provide students with language and meaningful experience that focuses on vocabulary development. Targeted Reading and Targeted Mathematics will be used for ELLs who are at a lower proficiency level. Additional materials will be used to differentiate small group instruction based on students' needs. Furthermore, a document camera with a LCD projector and an interactive smartboard will be used to allow students to interact with text projected on a large screen.

The After School Program will be conducted two times a week (Wednesdays and Thursdays) for two hours. Formal and informal assessments will be constantly used to reassess students' growth with the purpose of determining further instructional goals and curriculum adjustment.

## Part C: Professional Development

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

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

Begin description here:           On-going Professional Development is an important part of teachers' efforts to better serve our ELL students at PS 110. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected

### Part C: Professional Development

from them is an ongoing process in our school. The ESL teachers articulate with the classroom teachers who have English language learners in their classes to discuss topics to be taught as well as best practices in ESL methodology. Separate sessions are scheduled on Scaffolding Language and Learning, Differentiated Instruction for students at different English proficiency levels, and Quality Teaching for English Language Learners' strategies.

The following workshops will be provided for the mainstream teachers who have ELLs in their classes, each workshop for 1 hour:

- Quality Teaching for English Language Learners (QTEL) - November 3, 2014
- Supporting ELLs Literacy Instruction - The SIOP Model - December 8<sup>th</sup>, 2014
- ELL Considerations for Common Core - Aligned Tasks in English Language Arts - January 12, 2015
- ELL Consideration for Common Core - Aligned Tasks in Mathematics - February 9, 2015
- Assessing ELL Students - Tuesday, April 13, 2015

Our two certified ESL teachers will be conducting the professional development sessions. ESL teachers will participate in network and citywide trainings for teachers of English language learners.

Professional development opportunities are given to the ESL teachers as well. In addition to ESL meetings at Network level, they will attend the following:

- |   |                   |
|---|-------------------|
| New ESL Teacher Training - Cohort II                              | December 16, 2014 |
| Writing Language Objectives for ELLs in the Mathematics Classroom | February 6, 2015  |

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At PS 110, parents are partners of the school and their involvement is needed and valued. They are a vital part of our school's Leadership Team. Parents of ELLs are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the related policies as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents to address their concerns and needs. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. Parents receive phone calls and letters from teachers that inform about the after school program and the student's progress. We provide an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. We make sure that the activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on

**Part D: Parental Engagement Activities**

literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home.

Parental activities are scheduled as follows:

|   |  |
|---|--|
| <u>How to Use a Picture Dictionary</u>                                      | <u>December 3, 2014</u>                                |
| <u>Acieve 3000</u>  | <u>January 14, 2015</u>                                |
| <u>Using Manipulatives to Build Math Fluency</u>                            | <u>February 3, 2015</u>                                |
| <u>Building Literacy Among Parents of ELLs</u>                              | <u>February 11, 2015 - March 21, 2015 (7 sessions)</u> |
| <u>Parent workshops will be provided by our two certified ESL teachers.</u> |  |

**Part E: Budget**

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

Allocation Amount: \$0

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

|   |                      |                          |
|---|----------------------|--------------------------|
| District <b>09</b>                            | Borough <b>Bronx</b> | School Number <b>110</b> |
| School Name <b>Theodore Schoenfeld School</b> |                      |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Daisy Perez</b>  | Assistant Principal <b>Drita Gjongecaj</b>                 |
| Coach <b>Jamie Caldero</b>  | Coach <b>Barbara Kotoski</b>                               |
| ENL (English as a New Language)/Bilingual Teacher <b>J. Fernandez, D. Mackler</b> | School Counselor <b>Casilla Jones</b>                      |
| Teacher/Subject Area <b>Marian Smith/AIS</b>                                      | Parent <b>Natividad Soto</b>                               |
| Teacher/Subject Area <b>Maurici, First Grade Teacher</b>                          | Parent Coordinator <b>Miriam Chevere</b>                   |
| Related-Service Provider <b>Nancy Coll</b>  | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent <b>Leticia Rosario</b>   | Other (Name and Title) <b>type here</b>                    |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>448</b> | Total number of ELLs | <b>46</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |   |   |
|-----------------------------|----|---|----|---|---|
| <b>All ELLs</b>             | 46 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 42 | <b>ELL Students with Disabilities</b>                     | 4 |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 4  | <b>Long-Term</b> (ELLs receiving service 7 or more years) |   |

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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 42                                      |      | 3   | 4   |      | 1   |  |      |     | 0     |
| <b>Total</b> | 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   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 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):<br><u>0</u> | Number of students who speak three or more languages: <u>0</u> |
|---|--|

| 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  | 8        | 13       | 8        | 3        | 6        | 3        |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          | 1        | 1        |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          | 1        | 1        |          | 1        |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

| FORMER ELLS BASED ON REVISED EXITING CRITERIA                                       |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT 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     |

| 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  |   |   | 2 | 8 | 2 | 2 |   |   |   |   |    |    |    | 0     |

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Currently, we use the TCRWP and the Fountas and Pinnell leveling system to assess our students' reading levels in English. We use the Predictive Test in the Fall and in the Spring, the city-wide periodic assessments which assess targeted reading skills. Most students who are at advanced English proficiency are reading on grade level. Knowing the students' reading level gives the teachers the opportunity to match them to the resources used for instruction and/or independent work. Planning includes activities that enhance expressive language in addition to receptive language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Based on the data from the NYSITELL and New York State English as a Second Language Achievement Test (NYSESLAT) our English language learners should focus on developing listening and writing skills. Writing was the weakest across all of the grades. Reading scores are higher for grades K-2 than 3-5. Beginners should be given more opportunity to work in both speaking and writing while students at intermediate, advanced, and proficient level should focus on building reading comprehension especially when using complex text.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The AMAO tool is being used to measure ENL student performance data on the NYSESLAT and other applicable exams and analyze the data across several factors (home language, grade level, years receiving service) in order to predict future success rates. The projections based off of this analysis will be used to allocate resources and schedule instruction to support areas where there is evidence of risk that success will not be achieved. The school's status for the following school term is predicted based on the data entered, and the projected performance of ENL and other subgroups of students on different assessments. In upper and lower grades, a majority of students progress quickly from Entering to Emerging and transitioning levels. Students at expanding levels in grades 4 and 5 need additional intervention strategies to help them progress to commanding levels. Newcomer ENL students in grade 5 need intervention strategies to be continually reviewed and refined to help them progress beyond transitioning levels.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. Data patterns are identified using the RNMR report in ATS. Last year 7 out of 54 students scored proficient on the NYSESLAT. Third grade had three out of nine students score proficient. More than 50% of the students moved up one proficiency level. Writing produced lower scores than any other area on the NYSESLAT.
- b. ELL Periodic Assessments were not used last year but we will be using during the 2015-2016 school year. In addition, we are using Fountas & Pinnell and benchmark assessments to analyze progress in reading fluency, comprehension, and vocabulary. School leaders look at the data across the grades and provide teachers with support and professional development with the purpose of improving instruction and student achievement. Teachers use the results of these assessments to inform instruction and differentiate for individual students and small groups.
- c. Native language when possible (Spanish only) is used to prepare instruction that caters to students' individual needs. Being aware of students' native language backgrounds and using it to guide instruction helps students make better progress.
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](#).]
- Based on this assessment alongside with data from the New York State English as a Second Language Achievement Test (NYSESLAT), our English language learners who also have special needs, should focus on developing listening, reading and writing skills. These language skills will be further developed through a standard-based ESL instructional methodology that will enable them to transition between the levels of language acquisition from beginners to native like proficiency. Creating situational scenarios, reading aloud on a daily basis, using visuals and context clues, engaging them in accountable talk, expanding content vocabulary, utilizing graphic organizers, shared writing, and exposing them to finished writing products will be part of the implication for instruction. Writing is assessed a minimum of three times a year through the use of baseline, midline and endline samples that are analyzed and used to plan next steps in writing. In addition, we assess them in nonfiction baseline to align instruction with Citywide expectations and make curriculum decisions. In mathematics, we also use the Predictive Test in the Fall and in the Spring and the Go Math Unit Assessment to assess and guide our planning. Additionally, students are given a pre-unit and unit test at the end of each Math unit. Math baseline, midline and endline samples are collected and analyzed as well.
- For the new students who have not taken the NYSESLAT yet, we look at their proficiency level determined by the NYSITELL results. Such students are provided with materials that are slightly above their proficiency level with the purpose of enhancing their learning.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- ESL teachers attend the weekly curriculum meetings of each grade level team and discuss the progress of groups and individual students to determine their progress. Then plans are made to best group those students for instruction as well as modify classwork, homework, and instructional presentations for their improved success.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The success of our ELL program is evaluated by the number of students who advance from beginner, intermediate, advanced, and proficient as evidenced by the NYSESLAT results. Informal assessment and class/group discussions are also used to monitor our ELLs progress. Our teachers work together during professional periods and during our grade level meetings to plan and revise units of study to meet the needs of our diverse population of ELL students.

## Part IV: ELL Identification Process

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

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

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS). An informal oral interview is conducted in English, Spanish or native language when necessary. If the HLIS indicates that a child uses a language other than English, he or she is administered the NYSITELL assessment, and a comprehensive review of the child's academic history and past school work is conducted. After determining ELL status, an orientation session is scheduled for parents and entitlement or non-entitlement letters, and parent surveys are sent to the parents within ten days. Spanish speakers who do not pass the NYSITELL will be administered the Spanish LAB. This assessment is given only one time upon entry into the New York State Public School System, and within 5 days of admission. Ms. Fernandez and Mr. Mackler, the ESL Certified Teachers, conduct the initial screening, review the HLIS and determine children's eligibility for taking the NYSITELL assessment. They administer the NYSITELL to any students eligible for such a test. The Spanish LAB is administered by Ms. Fernandez, and/or Ms. Tifa. Ms. Tifa is a certified teacher with bilingual extension. Performance on this test determines the child's entitlement to English language development support services.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to measure the progress of all identified English language learners. Using ATS reports, the ESL teachers make sure all students eligible to take the NYSESLAT are administered all parts of the exam that assess reading, writing, listening, and speaking.

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).

Students are determined to be considered SIFE or not within 30 days of enrollment. During the initial interview with parents at time of administering Home Language Survey, if there is indication of a gap in formal education, the Oral Interview Questionnaire is administered to gather more information about the students' home language literacy. The LENS (Literacy Evaluation for Newcomer SIFE) is then administered. Students are monitored continually by classroom and ESL teachers, as well as administrators throughout the school year. If warranted the status is able to be changed up to 12 months after the child's enrollment. Students deemed SIFE and achieve Transitional or higher levels on the NYSESLAT assessment are no longer considered SIFE.

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

One of the ESL teachers meets the student and parents of the child with an IEP to informally gather information about the child's academic history and class settings. The child's available work and grades from previous school are reviewed by the LPT team consisting of the two ENL teachers, Ms. Fernandez and Mr. Mackler, Ms. Smith, AIS teacher, Ms. Caldero, literacy coach, Ms. Lutzker, school psychologist, and the assistant principals Ms. Gjongecaj (Director of ENL) and Ms. Otero (The Director of Special Education), and the student's parent or guardian. Together they review the students' work and anecdotes comparing it to students in the school to determine if the student's needs are based on language acquisition or other deficiencies that can best be addressed by changes in class setting and size. The LPT team's recommendation must be accepted or rejected by the principal within 20 days. These students will be placed within an ELL program within 5 days of the determination.

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.

Parents will receive written confirmation of their child's ELL status within 5 days of being identified as eligible to receive services. These letters will be printed and completed by the ENL teachers and distributed at an orientation meeting conducted after school. All parents of ELL students are informed of by letter, phone, and/or in person meeting with parents at arrival and dismissal of the first 4 days of school in the preferred language as indicated by parent on the Home Language Survey. Parents unable to attend the meeting will be contacted by letters and/or phone calls made by the ENL teachers and parent coordinator to schedule a time to meet with them and give them the written notification in the preferred language indicated on the Home Language Survey. For explanations given in person, the appropriate translation services will be provided by a visiting translator or by phone in the preferred language indicated on the Home Language Survey.

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).

ENL teachers will conduct an orientation meeting within the first ten days of school. Parents will be informed that they may request a review and re-identification of the student's ELL status within 45 days of enrollment in the preferred language indicated by when they completed the Home Language Survey. Parents unable to attend the orientation meeting will be contacted by phone to schedule a time to provide this information. Letters and informational brochures will also be sent home in the preferred language selected by parents on the Home Language Survey of this right to appeal. The new students determined to be of ELL status will be placed within the available ENL program within the first 10 days of school.

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.

The ENL teachers, Ms. Fernandez and Mr. Mackler, hold a parent orientation for parents of students new to the system within the second week of school. Parents are adequately informed about the ELL Programs offered and/or available in our district and citywide. At this time the teachers show parents the Parent Orientation Video in their native language which explains the various program choices and answer clarifying questions. Parents who do not attend the orientation meeting receive phone calls and are invited to the school to view the video by appointment. The same process is conducted again during spring registration. To further

ensure that all parents are informed of the programs for ELLs in NYC Public Schools and in our school, individual orientation sessions are held for students who arrive in between fall and spring registration. All written communication sent home to parents is translated with the help of a translation team and language interpretation is provided for all oral communication with parents. The Parent Coordinator, Ms. Chevere, and the ESL teacher make sure to inform parents who have previously chosen a TBE/DL program when such programs become available.

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.  
Parents are provided with a Parent Survey and Program Selection Form when they come to the orientation. With the assistance of the ENL teachers and the Parent Coordinator, these documents are completed after parents have watched the video and understand their choices. Parents are sent notification letters as per their child's entitlement/non-entitlement to continuation of services based on the NYSITELL or NYSESLAT scores. Returned forms are filed in the school's English Language Learner Binder, which is stored in the ENL room 123. Copies of Parent Surveys, Parent Selection Forms, and parent letters are also stored in the student's cumulative file located in their classroom. Parents whose responses are not received or are unable to attend the orientation meeting are sent out letters in the language of preference indicated in the HLIS to inform them that non responses result in their child being placed in a Bilingual Education program. These parents are also called by the ENL teachers or parent coordinator to explain this and request the scheduling of a time to meet and discuss the options for placement.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parent surveys and selection forms are photocopied. The original forms are placed in the students cumulative files, which are maintained by each student's classroom teachers. Copies of each form are kept in a binder located in Room 123 and organized into sections based on year completed and type of form. A spreadsheet is maintained and updated daily indicating a list of which students' parents have completed the Parent Survey and Program Selection form and which have not. Those that have not been completed and returned are sent letters home in the preferred language indicated on the Home Language Survey administered at time of registration, and contacted by phone, by one of the ENL instructors or the Parent Coordinator, until contact with a parent or guardian is made.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Within the first 4 school days of the start of the school year, HLIS, NYSITELL and the previous school year's NYSESLAT test results are reviewed. Placement notification letters are then completed by Ms. Fernandez and Mr. Mackler and distributed to parents before and after the school day begins, as well as at an orientation meeting scheduled before the end of the second week of school. Parents not yet met are contacted by phone by one of the ENL teachers or the parent coordinator, and letters are distributed to the students in the preferred language indicated on the HLIS form. Parents are asked to sign the bottom portion of the letter confirm that they have received the notice.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is placed in the students cumulative files which are maintained by each student's classroom teachers. Copies of each form are kept in a binder located in Room 123 and organized into sections based on year completed and type of form.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to measure the progress of all identified English language learners. Using ATS reports, the ESL teacher makes sure all students eligible to take the NYSESLAT are administered the four components (Speaking, Listening, Reading, and Writing) based on the score students received on the NYSITELL exam when they enrolled in school, thus determining their ELL status and level.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Upon receiving the NYSESLAT results, the two ENL teachers analyze data and complete notification letters as per continued entitlement and/or transitional support. Such letters are sent home in the language indicated as the preferred language on the Home Language Survey administered at the time of registration. Parents are asked to sign and return with signature confirming that they have received and understood the notice. If parents do not return such entitlement letters, phone calls are made by one of the ENL teachers or the parent coordinator with approved translation services available for communicating with parents in the preferred language indicated on the Home Language Survey when necessary.
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).  
Currently, we offer Freestanding ENL to our English language learners based on parental choice and our student population needs. Over the past several years, more than 90% of parents chose Freestanding English as a Second Language and there were not enough parents from the same native language background who choose Transitional Bilingual Education to form a bilingual program. Parents who preferred to place their children in Transitional Bilingual Programs were provided with the necessary information as per

where such programs are offered. Information sessions about various options continue to be given by the ENL teachers and the school bilingual Parent Coordinator before and after watching the DVD. Parents are given the opportunity to ask questions about the program options. Students, whose parents request a bilingual or dual language program will be directed to the website [ELL ProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). We will maintain a record of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language and in the same or two contiguous grades, the school will open a bilingual program. The school administration will select and hire highly qualified personnel needed according to NCLB requirements for staff working with English language learners.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Students identified as English language learners are placed in monolingual English speaking classes. These students receive the required periods of English as a Second Language from a certified ENL teacher. We utilize both Standalone and Integrated models with students receiving instruction in both pullout and push in settings. Students are placed as per their grade and age appropriate level. Their English proficiency ranges between 5 levels: entering, emerging, transitioning, expanding, and commanding. Therefore differentiated small group instruction is provided in order to better accommodate their language and academic needs, and students receive instruction in both a standalone and integrated model. It is ensured that entering and emerging students receive a balance of standalone instruction to focus on language acquisition, and integrated instruction carried out in collaboration between the students' homeroom and ENL teacher, focused on grade level content (math, science, social studies, writing, and language arts). Transitioning students receive a both standalone and integrated instruction, while expanding and commanding students only receive instruction in the integrated model. Students in grades K - 2 receive instruction from the ENL teacher, Ms. Fernandez, while students in grades 3 - 5 receive instruction from the ENL teacher, Mr. Mackler. Students at the entering and emerging levels receive 360 minutes of support from an ENL teacher. For 180 minutes, the instruction is in a standalone model. For the other 180 minutes, the instruction is integrated, with both the homeroom teacher and ENL teacher collaborating to instruct the students in content areas (math, science, social studies, writing) in their homeroom setting together with their classmates. Transitioning students receive at least 180 minutes of instruction from an ENL teacher in an integrated model, while receiving 90 additional minutes of instruction in a standalone setting. Students at the expanding level receive 180 minutes of instruction in the integrated model. Commanding students who have received a score of proficient on the NYSESLATE exam in the 2 previous years, or who have received a score of 3 or higher on the previous two years' ELA exam, receive 90 minutes of integrated instruction. (In grades K - 2, the ENL teacher Ms. Fernandez coteaches with homeroom teachers during assigned periods of the day to deliver integrated instruction to students who have achieved an expanding, proficient or commanding level based on this year's NYSESLAT test and/or have tested out of ESL within the past 2 years. For students in grades 3 - 5, the ESL teacher Mr. Mackler coteaches with homeroom teachers to provide service to students at the expanding or proficient levels. Integrated instruction is provided to students who have tested out of ENL within the past 2 years. These lessons take place during students' usual English language arts or mathematics blocks.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We make sure that the mandated instructional minutes are provided according to the proficiency levels. The

ENL teachers are

aware of the New York State mandated minutes of instruction for their ELLs. PS 110 is in compliance in regards to our programming and scheduling based upon these state mandates. ENL students identified as either Entering (EN) or Emerging (EM) receive 360

- minutes of ENL instruction per week, with 180 of those minutes being in the standalone model and 180 minutes in the integrated model. ENL students identified as Transitioning receive 180 minutes of ENL instruction, with at least 90 of those minutes being in an integrated model. Depending on the students' academic performance in the given content being taught, the remaining 90 minutes of instruction for transitioning students is either in a standalone or integrated model. Expanding (EX) students receive 180 minutes of ENL instruction per week, all in the integrated model. Students who have achieved a status of Commanding within the previous two years, either by earning a score of 'proficient' on the NYSESLAT exam or a score of 3 or higher on the NYS ELA exam, will be provided with 90 minutes of ENL instruction per week in the integrated model.
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.
- Our ENL teachers use instructional practices that make content accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally, the content area teachers provide multiple opportunities for discussion and comprehension development based on hands-on activities and projects conducted in class.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- Spanish LAB is administered to identified English language learners whose home language is Spanish. Students are screened as per CR 154, Part 117 for giftedness or learning disability as well as per their language deficiencies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- Analyzing benchmark assessments, Fountas & Pinnell, and NYSESLAT scores allow teachers to evaluate and monitor ELLs progress in the four modalities: listening, speaking, reading, and writing. Informal assessments are also used to evaluate progress and are used to make adjustments to the curriculum and grouping based on their needs.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- a. At PS 110, we work with SIFE students, if any, making sure that we build a supportive environment that responds to the immediate social, cultural, and linguistic needs of such students. We work on activating students' prior knowledge to stimulate student motivation, and determine where to start instruction as well as lay out the next steps. Some other strategies include: word associations, KWL charts, and anticipation guides. A print rich environment, appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning. Additional small group instruction strategies used include: Total Physical Response, modeling, bridging, contextualization, and text representation.
- b. Instruction for students who have been in the program less than three years is presented using several modalities in order to address different proficiency level and different learning styles as well. Newcomers are paired with a highly proficient ESL student as learning buddy. The ELL student buddy helps the newcomer adjust to the cultural aspects of the school and expectations within each class. He acts as a mentor and tutor to the newcomer. Vocabulary development, visuals, repetition, and other scaffolding strategies are used to differentiate instruction and to move students from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).
- c./d. Students who have received ESL services for 4 to 6 years or have completed six years are eligible to receive Academic Intervention Services. This is provided for long-term ELLs, ELLs with special needs, and ELLs who need transitional support in academic areas. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. They are placed in flexible groups that change according to need and progress. Students are also provided with additional instructional time during after school. Problem solving is another way we use to support them as we implement Response to Intervention (RTI) model. Pair and group work is planned for long term ELLs to ease their frustration and further support their understanding. Sharing in small groups develops their listening and speaking skills as they gain confidence and prepare to share in a larger group. Pre-writing activities and thinking aloud while modeling for students is crucial to understanding and preparing ELLs for different tasks as we gradually increase the level of difficulty and higher order thinking skills.
- e. Former ELLs are supported using differentiated instruction, and small groups. Using multiple sources for information gives former ELLs a chance to access information using different modalities. They continue to build their academic language through emphasis on learning vocabulary in context. They are also entitled to use dictionaries for word-for-word translations on state exams for the first two years after they score proficient. 90 minutes of instruction is also provided to these students by one of the ENL teachers in the school, in collaboration with the students' homeroom teacher.

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.

Regular monthly meetings are held between the re-identified students' homeroom teacher, one of the ENL teachers working directly with that student, and the assistant principal responsible for such student's grade level to review and discuss his/her progress. If declining grades are noticed, additional support structures and strategies are put in place with results checked at the next meeting. Further decline will result in the child's parent being contacted and a meeting arranged to discuss next steps.

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

The students' homeroom teacher, ENL teacher, content area teachers, and additional support teachers (speech, SETS) use a varieties of strategies to support the student's achievement in academic content area as well as English language development, including

developing materials with multiple access points (visual, kinesthetic, etc). This includes online presentation tools such as Brainpop that

presents information with images and auditory support. Students are also signed up to individualized learning support programs in

literacy and math, RAZ-kids, iReady, and Big Brains. These programs tailor math and reading activities to the students' ability level.

Options in RAZ-kids allow students to access texts visually and with read-aloud support. Students are also grouped collaboratively

to benefit from the support of their classmates when appropriate, or seated in such a way that they can pay closer attention and not

suffer distractions, according to specifications on their IEPs. All classes are equipped with leveled libraries so that students can read

independently and in small groups at their own ability levels, while practicing in guided groups to achieve the next level.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Meetings are held regularly once a month, during which the student's homeroom teacher, ENL teacher, and all support teachers, as well as the Assistant Principals, Ms. Gjongecaj, the ENL Director, and Ms. Otero, the Special Education Director to discuss the progress of ENL students with IEPs. In the case of students not making sufficient progress, scheduling is adjusted so that the students

receive IEP support in the content areas where the student lacks progress. Students making sufficient progress in certain areas are

moved to another classroom on the same grade level when they are working on this content so that they can learn in the least restrictive environment possible.

Chart

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

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

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

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



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

Chart

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

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

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)   | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)  | EXPANDING (Advanced)                           | COMMANDING (Proficient)   |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 3 units of study <i>per week</i> (540 min.)  | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)  | 1 unit of study <i>per week</i> (180 min.)     | Former ELLs must continue to receive services for an additional two years                           |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)  | .5 unit of study in ENL (90 min.)   |   |  |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)  | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/Content Area (90 min.)  | 1 unit of study in ENL/Content Area (180 min.) |   |
| FLEXIBILITY  | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)             | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)   |  | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL  | 540 minutes per week   | 360 minutes per week  | 180 minutes per week  | 180 minutes per week                           |   |
| AWARDING CREDITS   | <u>STAND-ALONE ENL</u><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <u>INTEGRATED ENL</u><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL Teacher  |   | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>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.

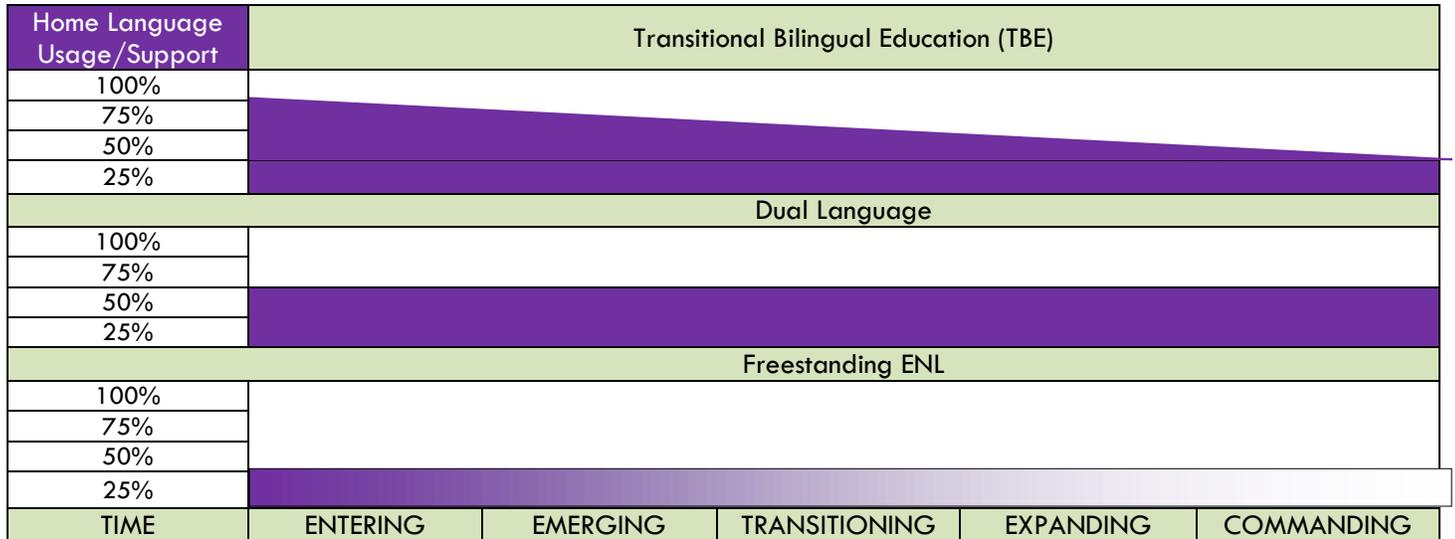


\*Note “other approved services” does not apply to New York City at this time.

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. Using data to improve instruction, our students are also provided with additional instructional support in Math and content areas. Progress check and unit test results are analyzed and adjustments are made to address students' weaknesses. Social Studies, Science, and Math bilingual glossaries are provided to ELLs to support them with content terminology and/or cognates. Students are also given additional instructional time after school. In order to better help them meet their needs, the after school program runs two times a week for two hours. Specific attention will be drawn on expanding their vocabulary, language development, and writing. Students will read, write, listen, and speak with the purpose of enhancing their academic language needed for success. Informal assessments will be constantly used to reassess students' growth to adjust their progress made and determine further instructional goals.  
Academic Intervention Services and Response to Intervention (RTI) are provided for newcomers, long-term ELLs, ELLs with special needs, and ELLs who exhibit inadequate growth on reading assessments etc. Such support is given either individually or in small flexible groups that change according to need and progress. All the above mentioned programs focus on specific standards and benchmark assessment data. Additional support is provided in student's home language if applicable (such as Spanish language).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
By incorporating language objectives and content objectives into one lesson, students are simultaneously developing their English language skills and learning their grade curriculum. The Expeditionary Learning program implemented this year is successful in providing students with multiple points of access for information and repetition of vocabulary throughout the week.
12. What new programs or improvements will be considered for the upcoming school year?  
Teacher College for Reading and Writing is the new program that will be used for literacy. Professional development sessions will be offered and study groups will be formed to discuss ways of scaffolding and differentiating instruction.
13. What programs/services for ELLs will be discontinued and why?  
All services will continue for the 2015-2016 school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students are afforded equal access to all school programs. They are invited to attend the after school programs that are being offered and are also encouraged to participate in after school music and band programs and clubs. Title III funds are used to supplement services for our ELL population. Students are given additional support on reading, writing, and math with the goal of accelerating their learning outcomes
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.  
Instructional materials and technology are used to support the ELL program. SMART Boards have been installed in all classrooms. Document cameras are also used to support ENL and small group instruction. Instructional videos and visuals are used when appropriate to enhance instruction and give students another mode of access to the lesson. In order to further develop reading skills and math fluency, students have access to Raz\_Kids and BigBrainz. "New York Ready" is used as a supplement for the after school program. Bilingual glossaries are provided to students to enhance understanding of subject matter in Math, Science, and Social Studies.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support, when necessary is provided by the ENL teachers, bilingual teachers and/or paraprofessionals. Verbal interpretation is provided as well as teaching and using cognates, glossaries, and dictionaries. Activities during the Hispanic Heritage month are scheduled and parents are invited as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services and supports are grade and age level appropriate. The ENL teachers articulate and plan with classroom teachers and they the units of study to the students' needs. Vocabulary and language development as well as scaffolding strategies are used to support student learning.
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).  
Newly enrolled ELL students are invited to visit the school before the beginning of the year with the purpose of assisting them in the transition process. Ms. Chevere, parent coordinator, is available during the summer to answer questions via phone and provide assistance in person.
19. What language electives are offered to ELLs?  
N/A
20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. On-going professional development is an important part of the teachers, assistant principals, school secretaries, and parent coordinator's efforts to implement our school Language Allocation Policy. The ESL teacher is in constant communication with the monolingual teachers and staff to ensure the success of ELLs in these classes. Aligning teaching with the NYS ESL learning standards, and referring to the performance indicators to ensure that students have learned what is expected from them, is an ongoing process in our school. Teachers who have ELLs in their classes and ENL teachers are involved in professional development activities during professional planning periods and grade team level meetings. School secretaries and other personnel are provided training on the proper procedures for enrolling English language learners and easing their frustration as they adjust to the new culture and language. Guidance counselors and the mainstream teachers learn about the ELLs' language and academic backgrounds, as well as their emotional needs and cultural behaviors in order to build a relationship of trust with students and to outreach parental support which is crucial to the students' success in school.
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?
 

Workshops are offered throughout the school year for teachers of ELL students. They cover various topics and offer strategies for scaffolding and facilitating language acquisition in order to better engage in the Common Core curriculum. The ENL teachers attend several network professional development workshops throughout the year and work with other teachers of ELLs in turn-key sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 

Support is given to staff to assist ELLs as they transition from elementary to middle school by having workshops geared towards preparing students and their parents for the middle school choice options. We will continue to monitor their progress as they enter middle schools.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 

The ENL teachers also participate in district level and city-wide workshops and other professional development activities that support ELLs. They will continue to facilitate workshops for the teachers who have ELLs in their classes on Quality Teaching for English Learners (QTEL) and other practices in ENL methodology. As a result of these professional activities, all teachers will meet the required hours of ELL training over the course of the school year. The ENL teachers and coordinator maintain files of attendance and agendas for these various meetings.

### 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?

We value parent involvement as an important factor to achieve our goals as educators. We have ongoing contacts with parents of LEP students three times a year (September, November, and April). In addition, we have planned to provide the following:

-Develop a Family Literacy program for parents - During the course of 4 months, parents will learn basic computer skills (once a week).

-Offer adult ESL classes- Parents and family of ELLs and former ELLs attend class once a week to improve their own English skills in listening, speaking, reading, and writing.

We also provide our ELLs' and former ELLs' parents with translation services and interpretation services. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. We will ensure that all documents needing translation to parents are translated into Spanish. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language. In addition, several workshops are provided throughout the school year to provide ongoing learning opportunities for parents and families. Such workshops include ESL Workshops, Parent Curriculum Meeting, Common Core Learning Standards (CCLS) and expectations for our students, Family Literacy, Mathematics Workshops, and field trips. Parents are also provided with workshops on how to support their children on preparing for the state tests.

Ongoing communication with parents that encourages and supports parent participation in issues related to their child's education is done through our school newsletters, parent bulletin board, parent workshop flyers. Ms. Chevere, the school parent coordinator outreaches and supports parents on their needs related to their children's education, their questions, and communication with teachers and other school personnel. A survey is given to all parents to assess their needs and to further plan support for them.

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

The ENL teachers and the parent coordinator maintain records of meetings and notices/letters sent to parents. Teachers have all the information organized in a parental involvement binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of ELLs are offered a series of workshops throughout the school year. Ms. Fernandez and Mr. Mackler provide workshops to help parents with strategies to support their children such as enhancing vocabulary, using manipulatives to learn math, as well as reading and writing strategies. Parents are also gathered for Arts and Crafts activities throughout the year. Celebrations for Mother's Day, Father's Day, etc. are a tradition in our school and parents of ELLs love to attend.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The parent coordinator brings other agencies and health organizations to provide workshops for parents for our ELLs.

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

A parent needs survey is conducted at the beginning of the school year as well as upon arrival of any new student. We analyze data carefully and provide support as needed. Survey and interviews are translated/conducted in Spanish and we ask for parent volunteers when other language translation is needed. In addition, we use the DoE website for written translated documentations.

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

At PS 110, we realize the importance of a strong home-school partnership and we work diligently to ensure that parents are involved in our school. Parents are part of our School Leadership Team. Together with our Parent Coordinator, they make sure to bring other needs and/or concerns that may arise in after we have conducted parent surveys. Parents of ELLs are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the ELL policies as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar, monthly newsletter, and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents of ELLs to address their concerns. Bilingual staff is in attendance to provide translation. The Principal's communications regarding rules, regulations as well as school information is done via translated documentation. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. ELL parents receive phone calls and letters from the ENL teachers in regards of after school program and their child's progress. The parent can arrange a meeting at any time to talk with the ENL teacher about progress and goals for the student. We make sure that the activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development, we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so they could support homework assignment/projects at home. In addition, we will provide trips to expose parents to the rich resources

available to them as being residents of New York City, e.g., museums, public library, etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work.

#### **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:**

| School Name: _  |   | School DBN: _ |                 |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. |   |               |                 |
| Name (PRINT)  | Title   | Signature     | Date (mm/dd/yy) |
|   | Principal   |               | 1/1/01          |
|   | Assistant Principal                                   |               | 1/1/01          |
|   | Parent Coordinator                                    |               | 1/1/01          |
|   | ENL/Bilingual Teacher                                 |               | 1/1/01          |
|   | Parent  |               | 1/1/01          |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
|   | School Counselor                                      |               | 1/1/01          |
|   | Superintendent  |               | 1/1/01          |
|   | Borough Field Support<br>Center Staff Member<br>_____ |               | 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: **09x110**

School Name: **The Theodore Schoenfeld School**

Superintendent: **Leticia Rosario**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

At PS 110, 89% of our students whose families speak a language other than English speak Spanish. Our ELL population currently consists of 10.2% of our school population, yet we provide parents of our former ELLs with translation and interpretation services. Upon students' registration on site, our ENL teachers are on hand to meet and greet all students and their families in order to ensure that all students eligible for bilingual/ENL programs are identified, assessed and oriented to proper placement in appropriate programs. It is during this period that we are able to identify students whose families may be in need of translation and interpretation services. A summary report is created and updated regularly with the languages that parents speak. Parents surveys and ATS reports are used to collect data and identify needs. In addition, students whose families are in need of translation and interpretation are also identified with the support of our Parent Coordinator and members of our Parents' Association who act as liaisons between the home and school. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. The Department of Education Translation and Interpretation Unit is used if we are unable to provide specific translation requirements for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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.

At this time 89% of our families needing translation services are Spanish speaking. Currently, there are 2 ELLs who speak Arabic, 4 French, 2 Mandinka, 1 Soninke, and 2 students who speak Twi. These findings were reported to the school community at School Leadership Team meetings and Parent Association meetings.

## **Part B: Creating a Communications Calendar**

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

At PS 110, we provide written translation services in Spanish. Several members of the staff are able to assist with this effort including our Parent Coordinator and bilingual teachers, bilingual para-professionals as well as members of the Parent Association. The Parent Coordinator is also designated as the Language Assistant Coordinator. When the Language Assistant Coordinator is unavailable, a member of the bilingual staff will translate documents. For families needing translation other than Spanish, we connect them with other families in the school that speak the same language to translate communications. The school principal is fully bilingual and supports our written translations in Spanish as well. In addition, online translation devices are used to support the translation of all necessary documents. These documents include parent notifications, parent handbook, calendars, parent-teacher conference announcements, flyers, after-school program letters, NYS testing dates, parent math chapter letters, etc. During our first parent conference in September, we disseminate parent facing documents and which we consider helpful to and/or materials based on findings after analyzing parent survey data.

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.

Similar to written communications that need translation, we will provide interpretation services for Spanish speaking families. A large number of staff members are available to provide this service, including our Language Assistant/Parent Coordinator, a family worker, our school nurse, bilingual teachers, bilingual paraprofessionals, and school aides. All oral interpretation will be provided by our school staff whenever possible. Staff members will be tapped upon to provide this service depending on the nature of the matter. When interpretation is needed for a language other than Spanish parent volunteers who speak that same language and English will support us. This will be especially important for the few families that need oral interpretation in a language other than Spanish. The Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation services for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

## Part C: Providing Language Assistance Services

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

We will ensure that all documents needing translation to parents are translated into Spanish. This will be achieved by staff members and the Language Assistant Coordinator. Written translation documentation will be retrieved by the DoE website for languages other than Spanish.

Translations of critical communications are provided in a timely manner in the following areas:

- Registration (admission, discharge, transfer)
- Standards and performance
- Conduct and discipline
- Safety and health
- Academic notices
- Parent notices
- Parent Handbook

If a parent(s) need translations that are not available in school, we submit translation requests to the Translation & Interpretation Unit in a timely manner.

Additionally, translated versions of "Family Guide" and "Parent Bill of Rights" are available in the main lobby and through the Parent Coordinator. A copy of the roster of bilingual staff is kept in the main office and the Language Assistance Coordinator room.

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.

Interpretation services are also provided for all Spanish-speaking families when necessary by members of the staff and by parent volunteers when staff members are unavailable. Oral interpretation services are provided to families needing these services in a language other than Spanish by parent volunteers who speak the same language.

## Part D: Training Staff on Policies and Procedures

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

The parent coordinator and other staff involved with translation and interpretation are trained using the Translation and Interpretation Unit. They are aware of resources available to support such services for parents. All teachers and staff members receive a copy of the "I speak ..." card which includes the phone number for over-the-phone interpretation.

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

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

### **Checklist of Notification Requirements**

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

Parents whose primary language is other than English are provided with a copy of the Bill of Parent Rights and Responsibilities which include their rights regarding translation and interpretation services. To inform parents of available language services a sign is posted in the main office indicating the appropriate languages available for translation services.

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

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

Parents are made aware of the services offered at our school. Parents who want to receive language access services are encouraged to contact the school. Surveys are used to gather information on the services and/or needs that parent may have. The parent coordinator and PA members make sure that they communicate in a regular basis with parents and bring their concerns and/or requests to the school leadership meeting.