



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **11X111**

School Name: **P.S. 111 SETON FALLS**

Principal: **CELINA GUTIERREZ**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Seton Falls Elementary School Number (DBN): 11X111
Grades Served: Pre K - 5
School Address: 3740 Baychester Avenue Bronx, NY 10466
Phone Number: 718-881-2418 Fax: 718-405-5927
School Contact Person: Celina Gutierrez Email Address: Cgutier2@schools.nyc.gov
Principal: Celina Gutierrez
UFT Chapter Leader: Greg Weber
Parents' Association President: Harriet Joseph
SLT Chairperson: Christine Ramirez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sphia Reid
Student Representative(s): N/A
N/A

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 2750 Throop Avenue
Superintendent's Email Address: _____
Phone Number: 718-519-2620 Fax: 718 519-2626

Borough Field Support Center (BFSC)

Bronx Field Support
BFSC: Center Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718 828-7776 Fax: 718 828-3113

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Celina Gutierrez	*Principal or Designee	
Greg Weber	*UFT Chapter Leader or Designee	
Harriet Joseph	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Sophia Reid	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mattie Dickerson	CBO Representative, if applicable	
Judith Wint	Member/ Parent	
Quam Jones	Member/ Parent	
Carina Ramirez	Member/ Parent	
Donette Ferguson	Member/ Parent	
Floress Fingal	Member/ Parent	
Christine Ramirez	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joann Velez	Member/ Teacher	
Kenneth Paulin	Member/ Teacher	
Laura Paddyfote	Member/ Teacher	
Sharon Anderson	Member/ Paraprofessional	
Savia Williamson	Member/ Paraprofessional	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Seton Falls Elementary School, PS111X is a school community dedicated to maximizing our students' potential in their attainment of high standards both academically and socially. Through the implementation of the Common Core State Standards we cultivate a rigorous, safe, and nurturing environment so that our children can be prepared for success in a culturally diverse, technologically changing, global society. Our educational efforts continue to expand into the students' homes, encouraging, and supporting our family of critical thinkers and lifelong learners.

We are a Pre-K through Grade 5 Elementary School. The current enrollment is 729 students. Our population is comprised of, 66% Black, 31% Hispanic and 1% White. 9% of our students are English Language Learners and 26% students with special needs. There is one Integrated Collaborative Teaching (ICT) class on each grade from Pre-k through 5 with grade 4 having one additional ICT classroom. In addition, there are 11 self-contained special education classes serving students in grades K through 5 including 3 District 75, hearing impaired classes. Our general education English Language Learners are serviced through a push-in/pull-out model and are grouped together in one class per grade.

For the 2015-2016 school year, we will continue to focus on developing teacher pedagogy and cultivating a school culture that reflects and supports a community of life-long learners. Through our continued

collaboration with the Office of Teacher Effectiveness, Generation Ready, the UFT Teacher Center, Better Lessons, and Custom Computers we will support our professional learning goals.

- Through the office of Teacher Effectiveness, the Interschool Teacher Development Coach (TDC) partners with teachers and school leaders at PS 111 to deepen our knowledge of *Advance*, assessment of student progress, and the *Framework for Teaching* to help us reflect and grow as we meet our students' needs. Based on our school's instructional priorities, 1a: Demonstrating Knowledge of Content and Pedagogy, 1e: Designing Coherent Instruction, 3d: Using Assessment in Instruction, and 3c: Engaging Students in Learning, teachers and school leaders engage in 3 six week cycles, with the goal of building coherence in pedagogical practices that lead to higher student achievement.

- Custom Computers Specialists engage and support educators in integrating educational technology in the curriculum through a coaching-mentoring model in order to maximize our use of industry-focused tools such as implementing and integrating Google Apps and student ePortfolios.

- Better Lesson engages teams of teachers in investigating rich problems of practice based on observable student need and gives teachers a practical framework for evaluating and innovating on their own practice.

- Generation Ready supports all teachers in developing an expertise in utilizing the reciprocal teaching strategies to deepen students' comprehension skills and their ability to demonstrate knowledge and understanding through writing across all content areas. They also work alongside us in utilizing the practice of instructional rounds to reflect on and evaluate our school wide strategies and their effectiveness and implications.

Continued partnerships to support PS 111 students in maximizing their attainment of high standards both academically and socially include:

- The national STEM (Science, Technology, Engineering, Mathematics) initiatives support grade 3 and 4 teachers and their students in building content knowledge and skills through authentic hands-on investigations, experiments, and

presentations. Through the STEM Matters NYC Budding Scientists – The Urban Ecosystem program for grade 3 classes, and the Hands-on-Science program for grade 4 classes, connections and applications are made between the science lab and everyday life.

- The 92nd Street Y program provides a Musical Introduction Series to all grade 1 and 2 students. This series affords students the opportunity to explore the world’s musical genres; engage in music making; and, learn about rich musical traditions in class in order to cultivate a global perspective that nurtures empathy and tolerance of diverse people and cultures. The 2015-2016 school year focus will be “Voices of Immigration”.

- The NewFlex Hoops program engages students in grade 4 and 5 in mentoring, fitness, and college connections. This year, the partnership has expanded to continue to develop leadership skills and community building opportunities for students involved in the program.

- Through the United States Tennis Association (USTA) Seton Falls has designed and developed the Seton Fall Tennis Club to give students in grades 2 and 3 the opportunity to enjoy tennis in a safe, supportive, extracurricular setting. The USTA provides free resources including animated games, activities, and play formats that work in our school space.

- In partnership with Cardinal Spellman High School, students volunteer to support our grade 3-5 students with academic intervention and tutoring services.

- We continue to build our partnership with the Korean Language Program to develop language skills and practical language abilities through a rich assortment of learning activities by providing students with a structured yet flexible, fun, and creative learning environment.

Based on our May 2015 Quality Review preliminary feedback our areas of celebrations, strengths, and accomplishments are in the following:

- Securing systems for improvement by engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

- Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

The feedback also indicates that our challenges are in the following areas:

- Ensuring 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.

- Aligning 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 levels.

Key areas of focus for this school year are based on feedback from data sources that include the QR, Snapshot, PPO, student data as dictated by Fountas and Pinnell and iReady, teacher data as dictated by teacher evaluations and summative conferences, etc. Our key areas of focus this year will include :

- Developing 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, ligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

11X111 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	699	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.2%	% Attendance Rate		90.0%
% Free Lunch	86.1%	% Reduced Lunch		6.8%
% Limited English Proficient	8.3%	% Students with Disabilities		25.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		65.9%
% Hispanic or Latino	30.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.0%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.3	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.49
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.7%	Mathematics Performance at levels 3 & 4		14.3%
Science Performance at levels 3 & 4 (4th Grade)	76.0%	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		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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		YES
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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	P
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In May 2015 on the QR we received a rating of proficient on indicator 3.4. Our strengths included:</p> <ul style="list-style-type: none"> - Securing systems for improvement by engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. - Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. <p>In order to move to a well-developed in this tenant we will:</p> <ul style="list-style-type: none"> - Provide support and clear steps for pedagogical improvement, by engaging in ongoing professional learning with Generation Ready, the Office of Teacher Effectiveness, and Better Lesson that drives weekly teacher team work. - Continue to use data with families to provide ongoing, clear lines of verbal and written communication to deepen their understanding of CCLS standards for their children and equip them with appropriate tools and strategies to help them support their children in meeting or exceeding those expectations. 		

- Clearly define standards for professional development and classroom practices embedding elements of the Danielson Framework for Teaching to ensure that learning for all stakeholders consistently reflects high expectations.

Part 2 – Annual Goal

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

During the 2015-16 school year, teacher teams will continue to work together to adjust unit and daily lesson plans that are CCLS-aligned, utilize DOK level 3 and 4 questions to engage students in differentiated, higher order thinking, discussion, and tasks that will result in 3% increase in students meeting proficiency levels on the ELA and Math state exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams engage in weekly professional learning sessions to adjust unit and lesson plans that are CCLS-aligned, include entry points for all learners including ELLs and SWD, and utilize DOK level 3 and 4 questions.</p>	<p>Teacher teams</p>	<p>Weekly from September 2015-June 2016</p>	<p>Teachers, TDC, Generation Ready, Data team, School leaders</p>
<p>Teachers will regularly engage students and families in data conversations and goal setting to establish individualized pathways for learning.</p>	<p>All students including ELLs and SWD. All families.</p>	<p>Ongoing</p>	<p>Teachers, data team, School leaders, MOSL Committee, Instructional Coach, Teacher Development Coach, SDC, Parent Coordinator</p>

Teacher teams will engage in lesson studies to establish a common goal and related research questions they will explore. They will engage in cycles of lesson studies to identify key learnings around effective strategies and practices that can be shared across the school.	Teacher teams	Six week cycles from September 2015-June 2016	Teachers, TDC, Generation Ready, Data team, School leaders

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.											
- Allot time for meetings with Generation Ready, TDC, and to attend outside training.											
- Allocate funding for teacher coverage for trainings.											
-Allocate funding for Generation Ready consultants, Generation Ready consultants, and progress monitoring systems such as ATLAS, iReady, and Datacation.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of January 2016 all teacher teams will have adjusted 1 ELA unit of study and 1 Math unit of study that is CCLS-aligned, utilizing DOK level 3 and 4 questions, engage students in differentiated, higher order thinking, discussion, and tasks that will result in 3% increase in the number of students demonstrating a minimum of 1 level growth as evidenced on unit performance tasks.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>After review of our OORS reports and our Learning Survey our self- rating for indicator 5.3 is a developing. Our accomplishments include:</p> <ul style="list-style-type: none"> - Establishing a PBIS Team that developed a vision and system to acknowledge and address student behavior. - The staff at PS 111X made use of "Class Dojo", an online tool to communicate behavior and performance with parents. Parents participate in online dialogue with their child's teacher on a regular basis through the use of this tool. - We communicate daily announcements and/or essential items via the use of "Robo Calls" along with calendars, newsletters, and letters to the home. - Teacher teams provide grade level workshops to parents on a monthly basis in order to communicate high expectations and offer strategies to support students at home. - We established grade 4 and 5 Community Service Leaders that volunteered in lower grade classrooms, cafeteria, and morning arrival to provide supports and mentoring to students and classrooms in need. <p>Our biggest challenge last year was starting the school year with a pre-established and cohesive school wide system that communicates, promotes, and fosters a positive culture.</p>		

In order to move to a well-developed in this tenant we will:

- Develop an effective and transparent process to purposefully evaluate and adjust our overarching systems that support and sustain social and emotional developmental health.
- Utilize transparent school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment.

Part 2 – Annual Goal

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

During the 2015-16 school year, the school will utilize a positive behavior program (PBIS) that will result in a 5% reduction in student incidents as evidenced through OORS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Implement a school wide discipline plan that includes school wide classroom rules, expectations for conduct, citizenship, and a rewards system for all students.</p>	<p>Students and families</p>	<p>September 2015- June 2016</p>	<p>PBIS Team and School Leaders, Dean of Students, Guidance counselor, SIT Team, parents, teachers, paraprofessionals</p>
<p>Expand the PBIS Team to include families that will develop an effective and transparent process to purposefully evaluate and adjust our overarching systems that support and sustain social and emotional developmental health.</p>	<p>All students including SWD and ELLs</p>	<p>Weekly from September 2015- June 2016</p>	<p>PBIS Team and School Leaders, Dean of Students, Guidance counselor, SIT Team, parents, teachers, paraprofessionals</p>

Establish a culture for leadership by engaging the entire school community in a shared vision to develop students habits and principles for personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, and collaboration.	All school staff, all students, and families	September 2015- June 2016	PBIS Team and School Leaders, Dean of Students, Guidance counselor, SIT Team, parents, teachers, paraprofessionals
Engage in Mission Be's mindfulness based educational program to train for students to better manage stress and regulate emotions.	All school staff, all students including SWD and ELLs	September 2015- June 2016	PBIS Team and School Leaders, Dean of Students, Guidance counselor, SIT Team, parents, teachers, paraprofessionals

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.											
- Student Incentives											
- Allocate money for resources and training of the “Mission Be” and “Leader in Me” programs.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- The school community will engage in the 8-Week Mindfulness Program for children in K-5. Expected immediate outcomes for students experiencing the curriculum include: Reduced stress, increased focus, improved emotion regulation, increased emotional intelligence, increased empathy and respect and increased resilience as measured by testimony sharing how mindfulness has helped or inspired students, ssurveys, and a 3% reduction in OORS level 1 infractions.
- Engage key personelle and families in creating an implementation plan, bring a <i>Leader in Me</i> overview to the school community, and developing a vision for improving and sustaining school climate.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	P
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The February 2015 PPO and the May 2015 QR indicate that we are proficient on indicator 4.2. Our strengths included:</p> <ul style="list-style-type: none"> - We developed vertical and horizontal team structures. Some major goals included using individual classroom data and grade wide data to assess school-wide trends and articulate school-wide performance growth based on administered assessments. Teachers then made timely adjustments to instruction and lessons based on student outcome data to enhance school-wide processes. - Generation Ready trainers supported grade bands in developing teaching practices to facilitate small group instruction through the use of the 4 reciprocal reading strategies. The trainers provided one-on-one coaching, co-teaching support, and engaged teachers in lesson study cycles. - Better Lesson teacher team cohorts included focuses in literacy, math, and special education in grades 2-5. Teams engaged in teach, measure, learn cycles in which they investigated rich problems of practice based on observable student need and teachers were given a practical framework for evaluating and innovating on their own practice. - The TIP teacher cohort worked with the Interschool Teacher Development Coach (TDC) to deepen their knowledge of the <i>Framework for Teaching</i> and assessment of student progress to help them reflect and grow as they meet their students' needs. Teachers engaged in 3 six week cycles, in an effort to build coherence in pedagogical practices that will lead to higher student achievement. 		

Our goal this year is for all teacher teams is to develop shared leadership through collaborative work that will advance professional learning and student achievement.

In order to move to a well-developed in this tenant we will:

- Utilize student data with the inquiry process to make focused decisions about implementation and monitoring of specific instructional strategies to improve student learning based on identified skills gaps.
- Expand shared decision making and identifying teacher leaders to lead the schools efforts to collectively improve teaching practices in an effort to ensure that every classroom becomes a place of rich and valuable learning for all students through the use of Instructional rounds. The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators.

Part 2 – Annual Goal

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

During the 2015-16 school year, ongoing professional development will be provided so teachers can improve instructional practices resulting in effective use of ongoing formative assessment tools to monitor and track student learning and promote high levels of student engagement that yield an increase of 10% of teachers improving in HEDI rating for component 3d: Using Assessment in Instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Enhance structures to professional learning to engage instructional staff in horizontal and vertical teams including teachers who serve SWD and ELLs.</p>	<p>Teachers and paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Teachers, paraprofessionals, Instructional Coach, School leaders, TDC, Generation Ready coaches</p>
<p>Engage in a book study to establish a professional learning community and support the work of all teacher teams. The goal of the book study is to utilize the book, <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, to develop a common vocabulary and consistent understanding of key</p>	<p>Teachers and paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Teachers, paraprofessionals, Instructional Coach, School leaders, TDC, Generation Ready coaches</p>

professional learning community concepts to help colleagues close the knowing-doing gap.			
Utilize instructional rounds to collectively improve teaching practices in an effort to ensure that every classroom becomes a place of rich and valuable learning for all students. Select teachers lead the schools efforts through three common elements of improvement: classroom observation, an improvement strategy, and a network of educators.	Teachers and families	September 2015- June 2016	Teachers, paraprofessionals, Instructional Coach, School leaders, TDC, Generation Ready coaches
Adapt inter-visitation protocol for inter-visitations by Teacher Teams so that host and visiting teachers can share promising practices they observed and link these practices to specific language in the Framework for Teaching or their area for focus.	Teachers	September 2015- June 2016	Teachers, Instructional Coach, School leaders, TDC, Generation Ready coaches

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.											
- Allot time for meetings with talent coach, TDC, and to attend outside training.											
- Allocate funding for teacher coverage for sessions.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of January 2016, we will survey instructional staff on systems and structures for professional learning cycles and its impact on improving student outcomes. We will also review Advance dashboard data to assess teacher progress in 3d: Using Assessment in Instruction, 1a: Knowledge of Content and Pedagogy.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>After review of our May 2015 QR and Advance dashboard reports our rating for indicator 2.2 is a developing.</p> <p>Our accomplishments include:</p> <ul style="list-style-type: none"> - We continued utilizing systems and structures for sharing data with families to communicate students' levels and performance in ELA and Math. - Students and teachers in grades 3-5 began the use of the I-Ready online program . Once all students completed their diagnostics in ELA and Math, the information was aggregated, students were immediately assigned lessons based on the areas not fully mastered. For areas not fully mastered, teachers accessed lessons available within i-Ready to support instruction for the whole class or small groups of students. <p>Our biggest challenge this year is utilizing data to inform instruction and make adjustments to curriculum and lessons to differentiate for the needs of students in the classroom.</p> <p>In order to move to a well-developed in this tenant we will:</p>		

- Develop teachers' assessment practices to consistently reflect the varied use of ongoing checks for understanding and student self- assessment so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps.

- Develop a common language around the vision for achieving school wide goals.

Part 2 – Annual Goal

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

During the 2015-16 school year, the school leaders will improve the communication systems within the school and the community so all parties are aware of the school-goals, progress towards those goals, and their role in meeting those goals resulting in a 3% increase in meeting proficiency levels in state exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders engage SLT around utilizing data sources to establish school goals.</p>	<p>All constituents</p>		<p>School leaders, teachers, paraprofessionals, community members, and families</p>
<p>School leaders will provide consistent and calibrated feedback to teachers aligned to the school goals.</p>	<p>All constituents</p>		<p>School leaders, TDC, Generation Ready Coaches, Instructional Coach</p>
<p>Expand the instructional cabinet to include more stakeholders in developing, planning, and reflecting on established goals and the pathways to address them.</p>	<p>Teachers and paraprofessionals</p>		<p>School leaders, Instructional Coach, teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
- Allot time for meetings with Generation Ready coaches, TDC, and to attend outside training.											
- Allocate funding for teacher coverage for trainings.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By the end of January 2016, the SLT and teachers will conduct a self-assessment of the schools progress in meeting the goals outlined in the 2015-2016 SCEP.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on our February 2015 PPO and May 2015 QR our self- rating for indicator 6.2 and 6.5 is a proficient.</p> <p>Our accomplishments include:</p> <ul style="list-style-type: none"> - We continue to use data with families through the use of iReady and Classroom Dojo to regularly communicate student progress, strengths, and needs. - Teacher teams provide grade level workshops to parents on a monthly basis in order to communicate high expectations and offer strategies to support students at home. <p>Our biggest challenge last year was providing extended opportunities to engage families with the school.</p> <p>In order to move to a well-developed in this tenant we will:</p> <ul style="list-style-type: none"> - Continue to use data with families to provide ongoing, clear lines of verbal and written communication to deepen their understanding of CCLS standards for their children and equip them to help support their children in meeting or exceeding those expectations. - Provide opportunities for families to work alongside staff in developing and offering strategies to support students at home. 		

Part 2 – Annual Goal

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

During the 2015-16 school year, the school will use Datacation in addition to Classroom Dojo, Fountas and Pinnell progress reports to share data with student and parents, promote dialogue, and provide resources to support student learning and success. As measured by a 25% increase in student performance based on MOSL assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will regularly engage families in data conversations to communicate progress, learning goals, and a</p>	<p>Students and families</p>	<p>September 2015- June 2016</p>	<p>Teachers, School leaders, Parent Coordinator, SBST, and guidance counselor</p>

pathway for reciprocal support .			
Utilize online supports such as Datacation to foster community with an internal messaging system for students, parents, teachers and administrators and group discussion area.	Students and families	September 2015- June 2016	Teachers, School leaders, and 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.											
- Student Incentives											
- Partnerships with outside organizations											
-Allocate funding for Datacation											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of January 2016, we will analyze data trends for usage of online communication systems, and attendance of parent engagement events.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell levels school-wide MOSL assessments Grade 3-5 State exam scores and summative assessments	Leveled Literacy Instruction (LLI), Kindervention, I-Ready, Foundations double dose Test taking strategies and intervention	Small group instruction 5 times per week in groups of 4-7 students. Small groups instruction twice per week in groups of 15 or less.	During the school day After school on Wednesdays and Thursdays
Mathematics	Grade 3-5 State exam scores and summative assessments MOSL assessments Grade 3-5 State exam scores and summative assessments	Mathematic Readers, STAMS, I-Ready Test taking strategies and intervention	Small group 5 times per week in groups of 4-7 students. Small groups instruction twice per week in groups of 15 or less.	During the school day After school on Wednesdays and Thursdays
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school consults with the HR director to recruit highly qualified and appropriately licensed staff. The school has secured a fulltime teacher center specialist/coach in a newly implemented UFT teacher center to provide ongoing professional development and support.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
The schools works very closely with the networks' achievement coaches to engage in ongoing professional development aligned to the CCLS. All teachers engage in weekly professional development aligned to CCLS, CIE and Danielson's framework for teaching. The administration engages in regular training with a talent coach from ADVANCE to enhance practices for evaluating teacher effectiveness.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The school has 3 full day pre-k classes of which one is an ICT class. The pre-k staff engages in all teacher team meetings to align curriculum to the CCLS. All IEP pre-k students receive services as required.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The schools MOSL committee collaborated with the administration in deciding on the schools adoption of the Fountas and Pinnell benchmark assessment system. Other assessments measures are guided through the math and literacy curriculums that the school has selected.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	680,542.00		
Title I School Improvement 1003(a)	Federal	Funding not available	X	12, 15, 17, 21,23
Title I Priority and Focus School Improvement Funds	Federal	\$132,070	X	12, 15, 17, 21,23
Title II, Part A	Federal	128,031.00	X	
Title III, Part A	Federal	11,200.00	X	17, 21, 23
Title III, Immigrant	Federal	0	X	17, 21, 23
Tax Levy (FSF)	Local	3,820,436.00	X	12, 15, 17, 21,23

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

[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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 111</u>	DBN: <u>11X111</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>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: 2014 NYSESLAT results indicate that our ELLs need support in all modalities, especially reading comprehension and writing. We will support this need through an afterschool program for ELLs that focuses on drama and visual arts. The program will utilize the research-based practice of combining the arts with reading, writing, listening, and speaking modalities. We will align instruction to the Common Core Learning Standards with appropriate scaffolds and ESL strategies. Activities will include read alouds, reader's theater, vocabulary building, writing for authentic purposes, and iPad apps (such as Imagine Learning, Winning Words-synonym match, Play Sight Words) to foster phonemic awareness and reading comprehension. Separate programs for grades 1 & 2 and grades 3-5 will meet twice per week from December to May (Wednesdays and Thursdays from 2:30-4:00). Instruction will be provided in English by 2 ESL certified teachers. Materials that will be utilized include grade appropriate fictional stories that connect to informational texts, a vocabulary building curriculum (Building Vocabulary by Teacher Created Materials), and a reader's theater program.

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: Since our ELLs are digital natives, our 2 ESL teachers will continue their professional growth in the incorporation of technology into instruction. Additionally, since almost half of our ELLs are identified as having special needs, our 2 ESL teachers will also participate in professional development (PD) that addresses special needs learners. The 2 ESL teachers will continue to participate in the Bureau of Education & Research (BER) seminars that focus specifically on instruction for ELLs, technology, and special needs learners. Three BER webinar CD-ROMs, which are 3 hours in length, (Teaching students with ADHD, Motivating Reluctant Learners, Building ELLs Comprehension Across the Curriculum) will be purchased and utilized for an inquiry group led by ESL Coordinator and conducted during the 35 minute professional work component on alternating Tuesdays beginning in January 2015. Both ESL teachers will also attend off-site BER seminars on the following topics: 1/22/15 Strategies to Help Students Succeed with Informational/Non-Fiction Skills, 1/30/15: Instruction Using iPad Technology, 3/25/15: Writing Strategies to meet the Common Core Learning Standards (grades 3-5). The ESL teachers will also conduct workshops during the year to share best practices, differentiation strategies, and scaffolds with teachers who have ELLs in their classrooms. Our school will provide the PD during the 35 minute professional work component on alternating Tuesdays beginning in December 2015.

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 111
School Name Seton Falls Elementary		

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 Celina Gutierrez	Assistant Principal Latanya Gray
Coach Ana Scretching	Coach
ENL (English as a New Language)/Bilingual Teacher Lisbet Chiriboga	School Counselor Robin Cuthbertson
Teacher/Subject Area Gina Jones	Parent Regina Cunningham
Teacher/Subject Area type here	Parent Coordinator Anita Burrell
Related-Service Provider Christine Ramirez	Borough Field Support Center Staff Member Vanessa MacDonna Almonte
Superintendent Meisha Ross-Porter	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	723	Total number of ELLs	71	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	32
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	61	2	29	2	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					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									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
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 After reviewing and analyzing the assessment data:
 1. Assessment tools – Ongoing assessments are an integral part of each class and of each ELL student. They are used to determine movement toward meeting common core standards. Formative and benchmark assessments are administered during the school year to support instructional intervention and are intended to enhance ELL student achievement. The Fountas & Pinnell assessment system (F & P) is utilized as a baseline in reading for the entire school. Grades 3-5 continue to use F & P throughout the school year, as well as iReady, portfolios, and teacher-created exams to assess student growth. Grades K-2 continue to use F & P throughout the school year, as well as Foundations assessments, teacher-created assessments, and portfolios to assess student progress. Early literacy skills include letter name identification, letter sound-symbol correspondence, sight word recognition, and comprehension skills. If the student has these skills in his/her native language, we help him/her transfer these skills into the English language. Entering and Emerging ELLs also utilize the Imagine Learning Literacy software program that individualizes instruction and provides native language support. We are also able to assess student progress in early literacy skills via iReady and Imagine Learning.

 The data helps us assess not only ELL students, but our school's progress as well. We can determine if we are giving our ELL population enough support. This helps to inform our instructional plan by informing us which areas need new strategies, determining how we can help the student develop better skills, exploring whether the child should be placed in a different setting, and deciding our next steps. Data from F & P helps determine the needs of the ELL student as well as his/her strengths. We can determine the level of reading skills, vocabulary, and comprehension skills. An instructional plan is created based on information derived from the above-mentioned assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 42% of our ELL population is Instructionally Disadvantaged, and are still at the "Emerging/Transitioning" level. Our Hearing-Impaired ELLs (which make up 50% of our Special Education ELL population) struggle most, especially on the Speaking and Listening subtests. Our General Education ELLs develop their Speaking skills more rapidly than reading and writing skills or Listening skills (without visual support), which is evident by the number of students who score higher on that part of the NYSESLAT.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use information about Annual Measurable Achievement Objectives to determine if ELL students are making progress and percentages of ELLs scoring at the Commanding level on the NYSESLAT. The data shows that a significant number of students make progress (according to AMAO 1) on the NYSESLAT each year.
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?
- 4a. Patterns across NYSESLAT modalities effect instruction. Students show that they have difficulty achieving success on the reading and writing portion of the test. Consequently, development of these skills must be stressed in classrooms and the ESL push-in/pull-out program. Emphasis on vocabulary in all content areas must be an integral part of each lesson. Students learn how to write across all content areas, and read and write for different purposes. Grammar skills are also taught within the writing curriculum.
- 4b. School leadership and teachers analyze the results of the ELL periodic assessments and determine strengths and weaknesses in the different modalities among all ELLs, ELLs with special needs, and by grade level. Instruction is then aligned to develop students' abilities in weak areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Our RtI framework for ELLs begins with strong support in Tier 1. ESL teacher provides support to classroom teachers in order to target ELL needs on a daily basis. Analysis of formative assessments provides information on struggling ELLs, Subsequent supplemental and supportive Tier 2 instruction takes place in the classroom and is based on needs of students. Tier 3 individualized supports are given through an Academic Intervention Services (AIS) program. Based on formative assessments, such as F& P, iReady and teacher-created exams, ELLs who continue to struggle with curricular content will be provided with AIS.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Classroom teachers consider their ELL students when planning instruction for the whole class. Since native language support is very important in second language acquisition, ELL students who are new to the country and are native Spanish or French speakers, receive lesson materials in their native language frequently. Our Go Math program has Spanish materials that are utilized to meet the needs of certain students. Classroom teachers provide graphic organizers and visual representations to make language and content accessible to students. Particular attention is paid to peer grouping in order to maximize student engagement and comprehension. Classroom teachers understand that ELLs need a variety of ways to demonstrate their understanding of concepts, so they are allowed to draw pictures and respond in their native language.
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?
- We do not have any dual language programs
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Evaluation and assessment are continuous and drive our instruction. The success of our program is based on the success of our students. We seek not only academic success, but also success socially and emotionally. When our students are able to be part of their new environment and become life-long learners, we know we have succeeded. The scores on the NYSESLAT also show that we are succeeding.

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.
English Language Learners are initially identified at the time of admission or shortly thereafter. When a child is registered, the Home Language identification Survey (HLIS) is completed by the Parent/Guardian. If the home language is other than English or the student's native language is other than English, an informal interview in the native language (if possible) and English, is conducted by a pedagogue. If the student speaks a language other than English and little or no English, the student is administered the NYSITELL

within the first 10 days of admission. If the child scores at the Entering, Emerging, Transitioning, or Expanding level, he/she is considered a limited English proficient (LEP) student. The student is then placed in the appropriate program. Annual assessment is done using the NYSESLAT. If the child scores at a Entering, Emerging, Transitioning, or Expanding on the NYSESLAT, services will continue to be provided. All testing is done by the ENL Coordinator, Lisbet Chiriboga, who is a certified ESL teacher.

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).
If a newly enrolled grade 3-5 student is potentially a SIFE student, the ESL Coordinator will administer the SIFE Oral language Interview in Spanish and then the Literacy Evaluation for Newcomer SIFE if needed within 30 days of enrollment. For students with languages other than Spanish, the ENL Coordinator will enlist the aid of a language interpreter to conduct the interview.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
If a newly enrolled student from out-of-state has an IEP and their HLIS is other than English, the LPT reviews evidence of the student's English language development to determine if he/she should take the NYSITELL. The LPT consists of the Bilingual Psychologist, IEP Teacher, ENL Coordinator, and Assistant Principal/Principal.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ENL Coordinator distributes entitlement and non-entitlement letters during the first 5 days after the NYSITELL has been scanned and scored. A copy is kept on file by the ESN Coordinator.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment. This information is included in the entitlement letter of ELL status notification that is sent to parents.
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 parents are given an option to view a video in the language of their choice. In the video, each option is explained and all questions are addressed, next the parent completes the Parent Survey & Program Selection Form for the student. Additional materials in parents' native language are provided when possible (i.e. Guide for Parents of English Language Learners). If we do not offer the program that the parent selects, the parent is advised of that fact after they complete the Program Selection Form. Also, parents will be informed that if there are at least 15 children in two consecutive grades, whose parents have requested the same bilingual program, we will open a new class to accommodate these students. Parent Survey & Program Selection Forms are completed and collected at the time that the video is shown and orientation is provided. Attendance sign in sheets record which parents were in attendance. The original sign in sheet is kept on file by the ENL teacher and a copy is given to the Parent Coordinator. The ENL Coordinator provides the mandated parent orientation within 10 days of registration.
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.
The ENL Coordinator makes phone calls to parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner. If a form is not returned, the default program is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL Coordinator monitors the completion and return of Parent Survey and Program Selection forms on a daily basis during the initial 10 days of enrollment of a new ELL student.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL Coordinator ensures that placement parent notification letters are distributed within 5 days after NYSITELL scanning and scoring.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original copies of the HLIS, non-entitlement, and entitlement letters are kept in the students' cumulative file. Copies of these documents are kept on file by the ENL Coordinator.
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 ENL Coordinator coordinates the administration of the NYSESLAT each Spring. Best practices are followed such as review of the RLER report in ATS to determine which students are eligible for the exam and adherence to the NYSESLAT Administrator's Manual. Testing groups are created based on grade band and testing modifications for SWD. Teachers who are experienced with state testing procedures and have been trained in NYSESLAT administration proctor the exam. All portions of the NYSESLAT are administered during the allotted timeframe.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of the school year, RLAT and RNMR reports from ATS are reviewed to determine student scores from the NYSESLAT. If a student scored at the level of Entering, Emerging, Transitioning, or Expanding they will receive a continued entitlement parent notification letter. If a student scored at the Commanding level they will receive a transitional support parent notification letter.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices requested has been for Standalone ENL. P. S. 111 offers an ENL program and therefore our program model is aligned with parent requests.

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.
PS 111X has a general education class on each grade level designated as the ELL class. All ELL students are placed in that class. The students are placed in the class based on LEP status and grade, they typically make up about a 1/4 of the students in the class. A licensed ENL teacher plans collaboratively with the classroom teacher of that general education class and pushes in (integrated ENL) and pulls out groups (standalone ENL) in order to provide the mandated services.
 - 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)?
All ENL teachers are knowledgeable regarding the mandated time for each group of ELL students. Emerging, Entering level students receive 360 mandated minutes, Transitioning and Expanding level students receive 180 minutes. The program model is push-in with a pull-out supplement, when necessary. Explicit ENL and ELA instructional minutes are delivered in the Free Standing ESL program, based on the score each student receives on the NYSESLAT.
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.
Although instruction is delivered entirely in English in all content areas, the use of visuals, manipulatives, and an emphasis on content vocabulary development are considered during the planning and delivery of lessons so that ELLs are better equipped to access classroom instruction. In order to ensure academic rigor, challenging content and well-developed learning strategies that prepare ELLs to think critically, solve problems, and communicate in English are developed. Vocabulary development is an integral part of each and every lesson. We rely upon technology to provide ELLs with extra visual aids and auditory support to enhance learning and connect content to familiar situations and background knowledge- so that ELLs can access new material. All best practices such as: sentence frames, graphic organizers, and accountable talk are part and parcel of each lesson. Buddy systems enable the ELL student to feel more comfortable when speaking and trying new vocabulary. Classroom and ENL teachers plan together to determine supports needed by ELL students. The ENL teacher then selects the necessary vocabulary, comprehension skills and activities that will support the ELL in all content areas. These supports help ELLs meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Spanish is the predominant native language for our ELL students. Since a strong foundation in the native language is a primary indicator of achievement in a second language, Newcomers will be appropriately evaluated in Spanish using the F & P

Sistema de Evaluación de la Lectura to determine language skills that are underdeveloped in their native language, as well as skills that can be transferred to English.

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

ELLs are evaluated in all four modalities of English acquisition throughout the year. For grades 3-5, we use the ELL Periodic Assessment in the Fall and Spring to evaluate Listening, Reading, and Writing Skills. All grades are evaluated every 6-8 weeks in Reading skills using the Fountas & Pinnell Benchmark Assessment System. Reading comprehension and literacy skills are assessed monthly using the iReady and Imagine Learning software program. End of unit writing benchmark assessments are evaluated using Common Core Learning Standards. Additionally, periodic writing assessments are evaluated using the NYSESLAT writing rubrics. The speaking modality is evaluated 3 times per year using the Student Oral Language Observation Matrix (SOLOM).

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

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

Differentiation is in place for instructional plans for ELL subgroups: A Special Needs student who has a push in program will also have a pull out program to help him/her improve.

a. SIFE students are given support to help ease their transition to the NYC education system. Parents are supported also, so that the child can have an easier transition. A SIFE student needs more support and encouragement. Depending on the circumstances, the student might need more phonics or more AIS to increase his/her reading-decoding and comprehension skills. After school programs are also available to help with their learning.

b. For ELL students in the US Schools for less than three years: small group and push in programs are the models. The classroom teacher and the ENL teacher collaborate to drive the planning and instruction for the students. The standards for both Common Core Learning Standards-ELA and New Language Arts Progressions are the followed guidelines. Small group instruction using realia, tactile learning, prior knowledge, turn and talk, pair and share etc. are used. During the Literacy Block, children use Guided Reading books, geared towards their F&P reading levels. Conferencing during reading and writing time lets the teacher determine the strengths of the student and the next steps. The focus is on language development through content area. Technology is integrated to support all learning and to motivate learning. Teachers build on strengths and scaffold the learning to help students. Culturally congruent teaching methods, give the child a feeling of pride in his culture. Use of a student's native language is also provided as a support.

Children are afforded opportunities to teach others about their first language and home culture. Project based learning, thematic units, and cooperative learning groups are used to engage learners. The teacher models so that the students can make sense of the learning process.

c. The data was analyzed, and it was determined that "Developing" students were not meeting the "Proficient" standard in the areas of reading and writing. To this end, we work intensively with these students on the different levels of writing. Writing is correlated into each content area and is based on the Common Core Curriculum Standards. Children are assisted by teachers in determining their writing skills and goals to become more proficient. Conferencing is ongoing. Writing helps the reading process. As the student is able to write to formulate his own questions, his comprehension improves. Using informational texts, the students will be able to think critically and analyze their readings. Vocabulary is taught as part of each lesson. This correlates writing and reading skills.

d. For long term ELLs, we use the F & P assessments to determine a base level for instruction. The schedule for the student might include being in a different class for different instructional help. The ENL teacher works collaboratively with the classroom teacher to incorporate more strategies for English Language Learners. Currently, we do not have any long term ELLs.

e. For ELLs reaching proficiency on the NYSESLAT, support services will still continue via 90 minutes of integrated ENL per week. For two years, the student is still entitled to testing modifications which include extended time and a separate location. The classroom teacher and the ENL teacher both work together to ensure that the students who have achieved "Commanding" can fly.

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.

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Students re-identified as ELL or non-ELL based on an approved re-identification appeal within 45 days of student enrollment, P. S. 111 ensures that the student's academic progress has not been adversely affected by the re-identification. The student's progress is monitored via initial baseline and benchmark assessments within 6-12 months after re-identification has been established. The ENL Coordinator reviews the student's work with the student's teacher and Assistant Principal/Principal to ensure that academic progress is being made.

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?

Instructional strategies that teachers of ELL- SWD students use to provide access to academic contents areas and accelerate English language development include Reciprocal Reading, using informational texts and vocabulary development in all content areas—word roots, prefixes and suffixes, word parts, antonyms, synonyms, independent and guided reading and writing, compare and contrast stories,use of prior knowledge, learning the features of print (i.e.: chapters, headings, bold print, Table of Contents, index, glossary), main idea, predicting outcomes. Writing materials used include Being a Writer (K-2) and Ready Writing (3-5) and other supplies. Students who are both ELL and SWD receive services based on the NYSESLAT score and the IEP as far as meeting the needs and learning style of the child. If an SWD student is also an ELL, the service model is such that the child receives a push-in/pull-out plan where the ESL teacher meets the required mandate- the number of minutes, and at the same time the teacher of the SWD student supports the learning since the two have planned together. All of the services mandated on the IEP are followed: for example: if the child needs OT, the ENL teacher meets with the OT teacher to plan for the steps necessary to ensure comprehension.

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?

P. S. 111 uses curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. Scheduling flexibility allows teachers to meet the diverse needs of ELL-SWDs. Teachers meet in teams once a week to discuss the strengths of the students and their progress. Children's schedules are also flexible so that if a student will have his needs better met in a different class, for part of the time, his/her schedule is arranged so that it can happen. Whenever possible, the ELL-SWD student is placed in a general education class, especially during lunch, gym or other times of the day. Mainstreaming is always looked at as a possibility and tailored to the child's academic strengths. The ENL Teacher collaborates with all teachers of ELL-SWDs to ensure growth in second language development..

Chart

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

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

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

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



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

Chart

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

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

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

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

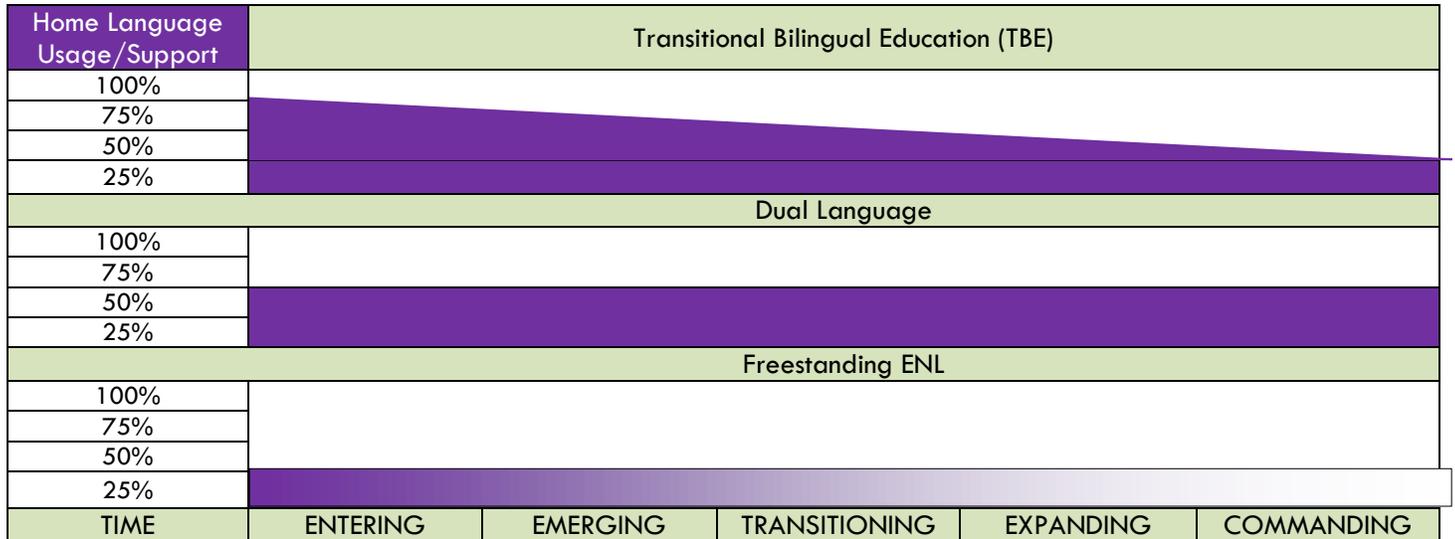


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Intervention services: AIS for Literacy (Leveled Literacy Intervention and iReady for grades 1-5 and Kinderventions and Foundations for K/1). AIS for math utilizes materials from iReady. AIS teachers utilize small group, buddy system, vocabulary-based, needs-based and learning styles-based (especially SWD) strategies. Rotation of groups allows for each child's skills to be met. All intervention services are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is effective in meeting the needs of ELLs in both content and language development. The effectiveness of our program is based on the success of our students. The scores on the NYSESLAT show the effectiveness of our program on language development. In 2013-14, 5 students scored "Proficient" and our AMAO status was 36%, with 18 students making progress on the NYSESLAT. In 2014-15, 5 more students scored Commanding (Proficient) on the NYSESLAT, with 29 students making progress on the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?

We have purchased enough iPads so that an increase in the use of technology to support ELLs will be implemented.
13. What programs/services for ELLs will be discontinued and why?

The pull-out model will be diminished, except when necessary to meet mandates fully or to better meet the needs of Newcomers, Hearing Impaired students, and SWDs. No program is being discontinued, however. Based on student needs, Newcomers, Hearing Impaired students, and SWDs will receive standalone ENL so as to avoid distractions.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal opportunities and access to all school programs. Technology labs, as well as drama and music programs are open to everyone. After school programs are on a "first come" basis but everyone has equal access. ELL students will also have their own after school program.

An ESL Drama program for after school is planned. Title III money will be used to purchase supplemental materials. The goal of the program is to enable ELL students to develop oral language, and reading and writing skills that will help them satisfy New Language Arts Progressions, as well as Common Core Learning Standards.
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.

Technology in Math and ELA support the ELLs. Smart/Eno Boards are used throughout the lessons. Materials used to support ELLs and their accomplishments are: Foundations, Language Power, Imagine Learning, iReady, Core Fusion (Science), Harcourt Social Studies, Time for Kids. The ReadyGen program incorporates Literacy with Science and Social Studies content. Subgroups use materials that meet their needs. The same technology is used but on their level. However, the ESL teacher works with all students to clarify and modify the material as far as vocabulary and content. If the child can read in the native language, books in his/her language are used.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students have access to bilingual picture dictionaries, books, and technology in their native language. The program model used is push-in/pull-out ESL. In that program, if the child is able to read in the native language, materials are provided and a teacher who speaks that language supports him/her.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required support is provided based on grade, age and proficiency level. The child is put into an age appropriate class, but will receive services based on his/her needs. Individual attention is given to each child in small groups to accommodate those needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled students are given packets that describe activities in the school, programs and special features. Students are introduced to teacher and classmates. Basic English vocabulary is introduced. Buddy systems in the classroom are set up to support the student. Peer tutoring from other grades is sometimes available with other students from the same country.
19. What language electives are offered to ELLs?

There are no language electives specifically for ELLs. However, Korean is taught in some classes, including ELL and SWD classes.
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)?

We do not have any Dual Language programs.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All ELL personnel are provided opportunities for PD both through the Department of Education OELL programs and the District. They are also able to attend workshops in other schools and universities. All PD is turnkeyed to the staff. ENL teachers will continue to attend workshops for ELL teachers organized by the Bureau for Education Research. ENL teachers also receive on-going training from the District as well as other agencies. The content area teachers and classroom teachers receive turnkey PD. They are allowed to go to PD at outside places as well. Paraprofessionals receive PD with the teacher, and attend their own sessions in and out of the building.
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?
Professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. This is implemented during the contractually mandated PD time after school on a weekly basis. Book studies, technology workshops, and Generation Ready are included in these offerings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As the ELLs transition to middle schools, parents are notified about the programs in schools that meet the students' needs or interest. Personnel from the schools are invited to either come to P.S. 111X to speak with our students or allow our students to visit their schools. The guidance counselor sets up meetings with parents of ELL students to assist with the transition to middle schools. Middle school personnel visit our students to help them transition and set up meetings in their school. Joint discussions between counselor and ENL teacher will occur regarding helping students with their time management and study skills. Discussions regarding setting long and short-term academic goals will be held.
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.
As per the new requirements of CR Part 154.2, 15% of total PD hours for all teachers and 50% of total hours for ENL teachers will be on ELL-specific topics. All teachers will receive training from our ENL teachers, as well as outside agencies invited to provide PD during the contractually mandated time after school weekly. ENL teachers will utilize webinars, as well as attend PD organized by outside agencies on ELL topics. The ENL teachers will give copies of the PD attendance sheets to the Principal and the agenda as well. These documents are stored in the Principal's office in a binder.

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?

ENL teachers will schedule 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. We will utilize the contractually mandated Parent Engagement time each week for these meetings. Lisbet Chiriboga, ENL Coordinator, is available for Spanish translation. The Language & Interpretation Unit and translation apps on the iPad are utilized for other languages.

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.

Attendance sign-in sheets record parent attendance at meetings. The original sign in sheet is kept on file by the ENL Coordinator and a copy is given to the Parent Coordinator. If a parent is unable to attend a meeting in-person, arrangements will be made to have the meeting via telephone.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are an active part of our school. Workshops are ongoing for all parents Pre K -5. Parent surveys indicate the type of workshops that parents are interested in. All notices are sent home in various languages and translation is available during meetings. Meetings take place at various times to allow for maximum attendance. We also conduct parent workshops specifically for parents of ELLs that focus on activities that they can do at home to support their child. At all meetings translation is available.

The ENL department also coordinates events specifically for ELL Parents to attend with their child such as Family Fun Literacy Day, trips to the Statue of Liberty and Bronx Museum of the Arts, Holiday Show and Heritage Celebrations.

We also organize a group of parents to attend the annual NYC ELL Parent Conference.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with the organization Boys Town to provide workshops for parents, including ELL parents. We will actively seek out additional Community Based Organizations that may be able to provide support to our ELL parents.

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

Parents' needs are determined by conversations, meetings, surveys, phone calls and more. At the beginning of the year parents are given surveys by the Parent Coordinator (PC) and asked about the programs that they would like. The PC arranges the workshops and invites the parents. Translation is always available. When a parent has a concern, the teacher, PC and administration work to resolve the issue.

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

One of the major concerns of parents is for their child to learn English. As such, we provide the best possible instruction in English by licensed ENL teachers. Needs of the parents are voiced and responded to by the Administration, teachers and PC. Parents are involved in the Mother-Daughter Breakfast, Father-Son Breakfast, Adult ESL classes, class trips, and parent trips.

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.

ENL teachers assist ELL families with a variety of requests for things including translation assistance for personal affairs. ELL parents approach the ENL teachers with their concerns because they feel comfortable and express much gratitude for our willingness to help them. We strive to "wrap a warm blanket" around families new to the U.S. by providing them with one-to-one assistance navigating the public school system and helping their children succeed.

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)
Celina Gutierrez	Principal		9/11/15
Latanya Gray	Assistant Principal		9/11/15
Anita Burrell	Parent Coordinator		9/11/15
Lisbet Chiriboga	ENL/Bilingual Teacher		9/11/15
Regina Cunningham	Parent		9/11/15
Gina Jones	Teacher/Subject Area		9/11/15
	Teacher/Subject Area		1/1/01
Ana Scretching	Coach		9/11/15
	Coach		1/1/01
Robin Cuthbertson	School Counselor		9/11/15
Meisha Ross Porter	Superintendent		9/11/15
Vanessa MacDonna Almonte	Borough Field Support Center Staff Member _____		9/11/15
	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: **11X111** School Name: **S**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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

Upon arrival - any person that indicates they do not speak english is shown a translation card where they can indicate language spoken. At registration parents fill out the student registration form; the Home Language Survey, which indicates both written and oral communication preferences and the emergency contact card (blue card). These preferences are entered by the pupil accounting secretary from ATS.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, Haitian Creole, Urdu, Bengali

Part B: Creating a Communications Calendar

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

Welcome back letters from principal, teachers, parent coordinator. The DOE discipline code; arrival & dismissal procedures; parent manual~ these items are usually given out at the beginning of school. NYState testing dates; common core information for each grade

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

Parent-Teacher conferences: 9/17, 11/5, 2015 & 3/3, 5/12/16. Informal meetings such as parent workshops held monthly addressing the academic needs of the students & parents; staff reach out to parents as the need arises daily and especially during Tuesday parent engagement afternoons.

Part C: Providing Language Assistance Services

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

Written translation requests are given to the parent coordinator - who forwards them to the Translation & Interpretation Unit the same day they are submitted. These request usually are returned in 3-5 days. In-house translation prepared by school staff usually done within 24-48 hrs. Software applications used and reviewed for accuracy : Google Translation and "Say Hi" - (translates what you speak) immediately.

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 will be provided as needed by over-the-phone interpreters via the Translation & Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by staff.

Part D: Training Staff on Policies and Procedures

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

Language ID cards given & explained at the beginning of the school year, at staff meetings and made available throughout the year.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Meet with staff and make them aware of the schools language and interpretation plan. Have staff sign off on an organization sheet that they attended & understand the language requirement as per Chancellor's Regulation A-663.

Part F: Monitoring and Quality Control

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

Add 2-3 questions to our current parent survey (which is given at the end of parent workshops) asking parents for feedback on our interpretation services.