



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>12X134</b>
<b>School Name:</b>	<b>P.S. 134 GEORGE F. BRISTOW</b>
<b>Principal:</b>	<b>KENNETH THOMAS</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: George F. Bristow School Number (DBN): 12x134  
Grades Served: Pre K-5  
School Address: 1330 Bristow Street, Bronx, NY 10459  
Phone Number: 7183283351 Fax: 7185897581  
School Contact Person: Alison King Email Address: aking3@schools.nyc.gov  
Principal: Alison King  
UFT Chapter Leader: Latreese Pace  
Parents' Association President: Shekebea Wright  
SLT Chairperson: Latreese Pace/ Erica Walton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Renard Mims  
Student Representative(s):

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco  
Superintendent's Office Address: 1970 West Farms Road, Room 154  
Superintendent's Email Address: REspina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax:

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue, Bronx, New York 10462/One Fordham Plaza  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

## 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)
Alison King	*Principal or Designee	
Latreese Pace	*UFT Chapter Leader or Designee	
Shekebea Wright	*PA/PTA President or Designated Co-President	
Aurora Felicier	DC 37 Representative (staff), if applicable	
[Renard Mims	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amara Davila	CBO Representative, if applicable	
Beverly Wilkerson	Member/ Teacher	
Karen Westney	Member/ Teacher	
Vicky Figueroa	Member/Teacher	
Joanne Caoile	Member/Teacher	
Juanita Velazquez	Member/ Teacher	
Ivelisse Rivera	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jacqueline Pena	Member/ Parent	
Kathy Correa	Member/ Parent	
	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

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

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

### **NYSED's Six DTSDE Tenets**

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

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

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

### **NYCDOE's Quality Review (QR)**

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

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

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

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Community School 134, George Bristow Elementary, is geographically located in the Morrisania section of the Bronx. The school grades range from Pre-Kindergarten to Grade 5. There are approximately 693 students currently enrolled, with the majority of students (92%) eligible for free lunch.

Our student population is comprised of 46% Black, 51% Latino, and 3% other ethnic backgrounds. 11% of our student population is English Language Learners, with students from Latin American, African, and Arabic backgrounds. 15% of the student population consists of Students with Disabilities.

Our school supports learning for all members of our school community including students, school staff, parents and families. The school has collaborated with many community based organizations and have formed partnerships with the following: Sports & Arts in Schools Foundation, which provides after-school and extra-curricular activities; Bronx Lebanon Hospital also provides parent outreach and workshops for parents; Center for Integrated Education (CITE), works with teachers, parents and students in various professional learning experiences and Boy Scouts of America, who work weekly with our male students in developing character, social and emotional skills. Visiting Nurse Services of New York serves as a resource for parents and students in crisis. Urban Health Inc. is in the process of creating an in school clinic to service both medical and mental health needs. Empower Through Music and Ali Cultural Arts and Mentoring program(ACAMP) are two organizations that bring the arts to our students through music, dance and drama.

The mission of the school is to shape and nurture our students into confident and autonomous individuals who take pride in their academic success and personal growth. C.S. 134 is dedicated to providing appropriate, rigorous instruction with strong parental involvement. One of the school initiatives is to increase parent engagement. Learning Leaders has just been secured to provide training and workshops through the months of November and December to at least 25 parents who will then volunteer in our school on a daily basis.

### **Strengths:**

The school has a safe and inclusive environment that is conducive to student learning and teachers' professional growth. Administrators and teachers analyze student performance by class and subgroups and informs teachers of necessary instructional and curricular adjustments to support student learning.

Teachers use data from formative and summative assessments to identify goals that enable students to work towards mastery of Common Core Learning Standards.

The school has been successful in meeting targets for closing the achievement gap. Currently, we continue to meet the target at 58.9%

In order to maximize learning for ELL students, they are placed in specific classes by grade in order to allow the ESL teacher to push in during instruction. As a result, at least 12% of ELL students who take the NYSESLAT test out of ESL each year. Students with disabilities who perform at a level 2 or higher in ELA or Math are mainstreamed for instruction in those subjects, in a general education setting. To meet the needs of students who are at risk or not meeting standards, we will be implementing small group instruction during a focused after school program using Performance Tasks from Engage NY. This program will be differentiated to customize individual learning for students. Literacy/Writing is the instructional focus for the school year 2015-2016.

The teacher team structure is organized around grade level inquiry and school improvement planning resulting in increased collaboration and a focus on improving student achievement.

**Challenges:**

The school needs to ensure that instruction in all classes include strategies or routines which further promote student independence and offer strategic supports that help all students achieve higher-order thinking skills. (Domain 3, Danielson)

The school also needs to continue multiple opportunities for teacher leaders to model systems, structures and pedagogical strategies during Professional Development sessions.

Student attendance and parental involvement are continued areas in need of improvement. Currently, attendance is at 92%.

In order to promote parent engagement, the school has continued its partnerships with Food Bank of New York City - Cook Shop for Parents, Learning Leaders, VNSNY, and Urban Health. The attendance at PTA meetings continues to increase.

Curriculum fairs and "Make and Take" workshops are conducted 2x per year in order to engage parents in school activities. Tuesdays are also opportunities for parents to meet with teachers to discuss progress and student achievement throughout the school year.

The School Leadership Team, PTA President and Parent Coordinator provide monthly workshops and other activities for parents in order to increase parent involvement and deepen their understanding in ways to increase their child's academic performance and social/emotional well-being. This is done through partnerships with VNSNY, Urban Health, Learning Leaders and Bronx Lebanon Hospital.

## 12X134 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	670	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.9%	% Attendance Rate			90.2%
% Free Lunch	93.5%	% Reduced Lunch			3.2%
% Limited English Proficient	10.5%	% Students with Disabilities			13.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			45.3%
% Hispanic or Latino	51.4%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	2.6%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.29
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.9%	Mathematics Performance at levels 3 & 4			17.9%
Science Performance at levels 3 & 4 (4th Grade)	66.3%	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	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>While 40% of teachers are effectively using a system of formative and summative assessment data, we, as a school, still need to ensure that all teachers are using formative and summative assessment data to better inform instruction and meet the needs of students to promote higher student achievement across grades and disciplines.</p> <p>Data Source: F&amp;P and Progress Monitoring</p> <p>Currently we are administering F&amp;P 3x per year. (September, January, May). Teachers are asked to complete running records monthly for their students to track their progress and inform grouping and targeted instruction. Only 40% of teachers do this regularly.</p>		

Data Source: QR-Focus Area-Teacher teams analyze student progress from common unit assessments, including progress for groups such as English language learners and students with disabilities , and make adjustments to their units. Teachers then provide feedback to school leaders at monthly grade leader meetings and at a voluntary end of year curricula review, but the curricula data is not otherwise captured at a school wide level limiting a big picture view of school progress towards goals.

Data Source: School and grade leaders look at MOSL data in Mathematics and English Language Arts as well as F&P. MOSL data is analyzed at the beginning and at the end of the year and F & P data is tracked three times per year. Although this data is discussed among staff, it does not yet connect with the curricula data that teachers and teacher teams are collecting to create a clear, school wide, coherent analysis of curricula.

Data Source: Grade Leaders/Team Meetings: Based on Grade Meetings and Cabinet meetings with grade leaders we have found that 60% of our teachers lack the skill and understanding of administering formative assessments and/or analyzing/using data to inform rigorous instruction as well as understanding individual student needs.

## **Part 2 – Annual Goal**

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

By June 2016, a PD plan will be put in place to improve pedagogy, providing training in implementing rigorous instruction to all students based on student data. As a result, by June 2016, the percentage of students performing at or above level 3 on the 2016 NYS ELA will increase by at least 30% from 18.6% to 24.2% and by at least 25% on the 2016 NYS Math Exam from 20% to 25%.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Based on the Strengths and Needs Assessment Survey, teachers who indicated a need for assistance in the following: Deepening Understanding on Reading Cues; Miscue Analysis; Using Data from Miscue Analysis to inform small group instruction; Progress Monitoring and using data to inform rigorous instruction, as well as teachers who have been identified by their grade leaders and administrators</p>	<p>19/30 teachers</p>	<p>September 2015-November 2015</p>	<p>Teacher Center Grade Leaders Reading Recovery Teacher Administration</p>

(MOTP) as needing improvement in these areas, will receive PD September through November.			
Teachers with High Efficacy will facilitate and support teams of teachers in looking at student work and analyzing and applying findings using the modified ATLAS protocol.	All Teachers	1x per month September – June 2016	Administration Grade Leaders trained by UFTTC
Teachers will keep accurate data from all assessments stated on the yearly testing calendar as well as student work products to ensure adequate progress is being made by every child through targeted, rigorous instruction.	All Teachers	Ongoing	Teachers, Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for Grade Leaders 2x per month											
Per session for PD committee 2x per month											
Teacher Center Position											
Reading Recovery Position											
New Writing Program PD											
All funded by Title I and Tax Levy											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administration will sit in grade meetings 1 time per month, looking at student work/assessments and identify how student needs are being met through planning of instruction for all students as well as observations. Administration will provide teachers with actionable, timely feedback and support.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We as a school understand the importance of a child’s social emotional development and its connection to academic success. We have one guidance counselor to service both our mandated and non-mandated students. We have a Parent Coordinator as well as a Community Associate for parent/community/child outreach. Our PTA Learning Leaders are very active in our school and work with children during lunch and after school. We have a Teacher Center specialist that serves as a coach in both ELA and Math. All of the above mentioned constituents along with Administration and Teachers work in collaboration to meet the social and emotional well-being of all students. In the past, we have used research based programs such as Lee Canter’s Assertive Discipline and PBIS. We are looking forward to a full implementation of a behavioral program through either PBIS or another research based program to improve students time on task and student achievement, socially, emotionally and academically..</p> <p>We are going to set up an advisory program where all adults are responsible for at least one student who is exhibiting low achievement in social, emotional, and academic areas.</p> <p>Data Source: While our OORS Report Data shows a decline in OORS reports from 2001 to present. Ex. In 2006 we had 189 incidents reported into OORS, this year we have had 62. We would like to continue to lower that number by at least 25 percent each year and ensure our students with a strong support system that is directly linked to academic achievement on the NYS ELA/Math exams..</p>		

Data Source: Referrals to SBST

Data Source Danielson ratings in Domain 2 and 3. Teachers ratings will show growth over time as strategies are implemented following targeted, differentiated PD in these Danielson Domains.

**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.

By June 2016, we will secure Positive Behavior Intervention and Supports and Visiting Nurse Services of NY to support the behavioral, social and emotional well being of students struggling academically. These identified students will show gains in student achievement on the 2016 NYS ELA and Math exams, improving by at least 1 proficiency level.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators will foster a collaborative relationship amongst the PTA, Community Associate, Parent Coordinator, and Guidance Counselors to unify resources (i.e. personnel &amp; funds) and collectively establish a series of parent workshops to address the social and emotional needs of identified behavioral at risk &amp; emotionally challenged students.</p>	<p>Parents of emotionally and behaviorally at risk students</p>	<p>September 2015-June 2016</p>	<p>Administrators, Guidance, PBIS</p>

Workshops will be facilitated to specifically address the behavioral emotional needs as well as provide effective strategies parents can implement to support their child's emotional needs. Workshops will also be provided to parents on creating a conducive learning environment in their homes.	Parents	Commencing October 2015	Guidance Counselors; Parent Coordinator; and Mental Health Professionals
Community Associate will secure a collaborative relationship with a mental and behavioral health center associate to organize workshops and support students and parents of students with emotional/behavioral special needs	Students and parents of at risk emotional and behavioral students	September 2015	Associates of mental health organizations  VNSNY and Urban Health
High risk students will be paired with staff members who will serve as surrogate advisors. In addition to providing assigned students support, "advisors" will keep record of student's progress as well as communicate with classroom teachers, administrators, and parents.	Emotionally and behaviorally at risk students	As needed beginning September 2015	Administration, teachers, Guidance, paraprofessionals, School Aides, Parents

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PBIS Program funded by Title I											
Saturday Workshops for Parents provided by staff Tax Levy and Title I											
Learning Leaders Workshops funded by Title I											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

Progress monitoring will take place quarterly October, January, March and June. F&P will take place October, January and June with Running records monthly. Benchmark Math Assessments will take place January, March and June.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Teachers are using summative and formative data sources such as F&amp;P and NYCPT ELA and Math in September and June to screen and plan for individual students’ needs, as well as to place students in instructional groups. The challenge for teachers has been to progress monitor throughout the school year to inform their instruction and make the necessary adjustments for all/and groups of students.</p> <p>Data Source: NYS ELA/Math Preliminary data Spring 2015 “Met Criteria” in ELA/Math</p> <p>This data showed children who met preliminary requirements. After receiving actual scores, only 18.6%(ELA) and 20%(Math) actually met on the NYS exams.</p> <p>Data Source: School Quality Snapshot 2013-2014</p> <p>Our school had 22% in ELA and 18% in Math which was lower than the overall City, but higher than district percentages.</p> <p>Data Source : F&amp;P and Running Records, Writing Samples, Unit Tests, Interim Assessments</p> <p>60% of teachers have been found to incorrectly administer running records, producing faulty data to ineffectively inform their instruction, which in turn is not producing the desired outcomes in student achievement.</p>		

**Part 2 – Annual Goal**

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

By June 2016, teachers within and across grades will be able to effectively analyze and use student data from formative and summative assessments and performance tasks. As a result of this, student achievement will increase by at least 30% on the 2016 NYS ELA Exam and 25% on the 2016 NYS Math Exam, raising achievement to at least 24.2% and 25% respectively.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development will be provided in deepening teachers’ understanding of summative and formative assessments.</p>	<p>All staff</p>	<p>September 2015</p>	<p>D. Torres</p>

Training sessions on (as well as modeling of) administering and coding of F & Ps will be provided to small groups of teachers who have demonstrated inaccuracy in their assessment of students. Ongoing support will continue to be provided based on need.	Select teachers based on need	Commencing September 2015 and will be ongoing , based on need, through March 2016.	D. Torres
Professional learning sessions will be provided in the miscue analysis of running records to inform the instructional next steps. Strategies good readers use will be demonstrated to support teachers in addressing targeted students' needs.	Select teachers based on need	October/November 2015 with ongoing support, based on need, through April of 2016	M. Connors & D.Torres
Highly effective teachers (with high efficacy) will be assigned to a grade team they will work with throughout the academic year to provide instructional support as well as solidify usage of structures put in place. (i.e. miscue analysis and applying the modified Atlas protocol when looking at student work, independently and collectively as a team to inform small group and whole group instruction).	Grades K-2 Teachers	Commencing October 2015 to	I.Toro, K.Westney, & S. Kirk

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Grade leaders will receive per session 2x per month to meet and discuss progress as a grade and school funded by Tax Levy and Title I
Professional Development Team will meet 2x per month and receive per session to plan and adjust PD plan funded by Title I and Tax Levy

Teacher teams have been scheduled 3x per week during the school day. No funding required

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

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

**Part 5 – Progress Monitoring**

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

By June 2016, a system of monthly progress monitoring will be in place. Meetings with administrators will take place 1x per month to discuss student progress. Grade leaders will meet with Principal 2x per month. By January 2016, a computer progress monitoring system will be in place(Filemaker Pro) to keep track of student progress in all subject areas with Benchmark tests indicated. Student achievement will increase in levels 3 and 4 by at least 30% on the 2016 NYS ELA and 25% on the 2016 NYS Math Exam to 24.2% and 25% respectively.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>The school leader will have weekly reviews of lesson plans and frequent observations based on Advance, to ensure that the staff consistently and strategically uses their resources, including peer supports and technology, to bridge the language deficiencies of transitional English Language Learners, support SWDs and all student with the rigor necessary to increase student achievement for every child.</p>		

**Part 2 – Annual Goal**

<p>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– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, school leaders will consistently observe and provide actionable feedback to teachers. As a result of improved teacher practice and an increase in student learning, the percentage of students performing at or above level 3 on the 2016 NYS ELA exam will increase by at least 30% from 18.6% to 24.2% and by at least 25% on the 2016 NYS Math exam from 20% to 25%.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school leader will create a year long calendar of observations that can be adjusted as needed to address the quality of teaching, based on observations and student work products and data.</p>	<p>Teachers</p>	<p>By October 2015</p>	<p>Administration</p>
<p>School leaders will ensure that all teachers will be able to accurately collect, analyze and use data to inform their instruction through a focused PD Plan.</p>	<p>Teachers</p>	<p>Beginning Sept 2015</p>	<p>UFTTC  Grade leaders  Adminsitration</p>
<p>In order to increase capacity, Highly Effective</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Grade Leaders</p>

teachers will be given the opportunity to conduct PD for colleagues during the allotted time frame, outlined by UFT (Mondays).			UFT Teacher Center
Administration will review student assessment data and student work products and provide feedback through frequent observations and grade meetings. Teachers will refine their instructional practice based on actionable feedback.	Teachers	Sept through June	Administration Classroom Teachers Support Staff
School leaders schedule common planning time so that teachers can collaborative, plan lessons, plan student next steps, and share best practices.	Teachers	Sept through June	School building leader Grade Leaders Classroom Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administrators , TC, RR, Grade Leaders funded by Title I SWP and Tax Levy for any per session work											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Grade Leaders meet with teams 2x per week during school day no additional funding.
Afterschool meetings 2x per month funded by Title I and Tax Levy
saturday Meetings and workshops funded by Title I and Tax Levy
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
Survey the incoming English language learners to find out the language(s) spoken in their homes and ensure that communication to and solicitations of family feedback is available in the respective languages.		
Ensure that the consultants, like CITE, translate written communication into the respective languages to solidify engagement, communication, and collaboration of all constituencies.		

**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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 100% of parents will have been provided extensive written and verbal comprehensive feedback regarding their child’s educational progress in their native language. The school will further improve family and community ties through planned focused activities that will increase parent engagement and participation resulting in a 25% increase in attendance at school workshops compared to the 2014-15 school year. As a result of this increased parent involvement, student achievement will increase
by at least 30% on the 2016 NYS ELA exam and 25% on the 2016 NYS Math exam raising achievement to 24.2% in ELA and 25% in Math.



**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Parent Coordinator collects data from teachers to share during monthly meetings. Data is also shared with SLT members.</p>	<p>Parents, SLT</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, PTA, SLT</p>
<p>Monthly attendance and revision of parent logs to show increased population and make informed</p>	<p>Parents, SLT</p>	<p>September 2015 to June 2016</p>	<p>Teachers, Administrators, Parent Coordinator</p>

decisions about professional development for parents.			
Translation services provided to parents as needed	Parents	September 2015 to June 2016	Translators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• CITE consultant to provide PD to parents</li> <li>• Translation services as provided by Translation department/ Persession for translation teacher</li> <li>• Scheduled meetings for School Leadership Team</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> <li>• <u>Attendance (Monthly Meetings)</u></li> <li>• <u>Agenda</u></li> <li>• <u>Feedback forms</u></li> </ul>										
<b>Part 5b.</b> In <b>February 2016</b> , 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA scores MOSL scores Interim Assessments Fountas & Pinnell Unit Tests Writing Samples	Reading Recovery Reading Reform SETSS ESL Instruction Vocabulary Dev. Guided Reading/Writing Model Lessons	Whole Class Small Group One to One Pull-out Push-in	Reading Recovery-daily support for targeted students. Reading Reform-Targeted grades K-3 SETSS-IEP ESL Instruction-Targeted ELL Vocabulary Dev.-daily in classrooms. Guided Reading/Writing-daily in classrooms.
<b>Mathematics</b>	NYS Mathematics scores MOSL scores Interim Assessments Unit Tests	Math Coach-training teachers in effective math instruction Push-in/pull-out support for targeted students STEM Vocabulary Dev. Model lessons Class inter-visitations SETSS ESL Instruction	Teachers Targeted students Small Group One to One	Math Coach-teachers receive daily support Math Coach also works daily with small groups of students as well as one on one with students SETSS-IEP STEM-K-5, 2x per week Vocabulary Dev.-daily inter-visitations/model lessons-weekly/daily ESL instruction-based on level

<b>Science</b>	NYS Science scores Unit Tests Hands on projects	Project based learning (FOSS) STEM Robotics Art/Science Fair Parent Workshops	Whole class Small groups	During instructional day and after school.
<b>Social Studies</b>	Specific targeted students Grades 3-5	Map skills DBQs Vocabulary Non-Fiction reading/writing	Small groups	During instructional day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Targeted at-risk students for crisis intervention provided by mandated and at-risk Guidance Counselors  IEP students  ELL students	Conferencing and mediation  Small group  One on one instruction  Vocabulary Dev.  Creating smart goals for students with IEPs.	Small groups or one on one	Services provided during instructional day.

**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Recruitment</b></p> <p>We recruit teachers through HR, Job Fairs, Interviews and Model lessons. Our school team has developed interview questions as well as an evaluation sheet that is discussed and used to further the candidate along the interview process. If a prospective candidate is called back for a model lesson, Danielson is used to evaluate that lesson for its effectiveness and a decision is then made about possible employment. We will be creating a hiring team in November 2015.</p> <p><b>Retention</b></p> <p>In order to retain teachers we provide extensive PD and support through our Teacher Center and Math Coach as well other support and outside PD that we send staff to attend. By providing support for teachers to succeed in the classroom and school we have found that we have very low turnover rates. Teachers who leave usually do so due to retirement or relocation.</p> <p><b>Assignments</b></p> <p>Teachers are assigned based on strengths and data (formative and summative assessments and Danielson observations). 98% of our teachers are teaching in their license area.</p> <p><b>Professional Development</b></p> <p>We began with Professional Learning sessions from the Citywide Instructional Expectations to bring a cohesive understanding to the work that needs to be done in order to provide our students with rigorous, engaging, purposeful instruction. Based on CIE and administrative observations, student data (F&amp;P, MOSL, State Exams, and teacher input), a high quality professional development plan was set in motion.</p> <p><b>Next Steps</b></p> <p>We will continue to revise the school's mission. We also plan to continue the design of IEP goals that meet student needs and align them to the CCLS. We will continue to work with teachers on progress monitoring, looking at student work using the ATLAS protocol, planning and preparation and guided reading.</p>

## **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).

Administrative staff attends monthly PD conducted by ELI, ASCD, CSA, NCTM, and other organizations. Administrative staff continues to improve their craft through professional journals, books, and articles.

Paraprofessionals receive training each Monday from 2:35 p.m. to 3:55 p.m.

Teachers work within their professional learning teams each Monday and Friday during common planning time, and PD every Monday from 2:35 p.m. to 3:55 p.m.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

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

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

## **Part 4: SWP Schools Only**

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

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

We have our Pre K teachers sit in with our Kindergarten Teachers and discuss curriculum. Pre K teachers are included in all PD. Early interventions are provided and information about students is shared.

### **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.

Assessments are discussed with administration, UFT and grade leaders and then brought back to grade level constituents. Decisions are then discussed and made based on student needs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	691,500.00	Salary, supplies, per session	
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	134,251	Salary, textbooks	
Title II, Part A	Federal	144,722.00	Salary	
Title III, Part A	Federal	11,200.00	Per session, PD, Parent Involvement, supplies	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,916,001.00	Salary, textbooks, supplies, PD, Per session	

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/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.

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**Community School 134 Parent Involvement Policy**

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. **C.S. 134** 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. **C.S. 134** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### **Community School 134 Parent Compact**

**Community School 134**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>George F. Bristow</u>	DBN: <u>12X134</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>40</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: \_

Grades 1 & 2 ELL students will receive supplemental ESL instruction from 2 teachers who are ESL certified. The focus for the supplemental instruction is on phonics, reading, and writing based on the NYSESLAT 2014 results. The program of instruction will be AWARD Reading. This is a technology-based program specifically designed to assist students in second language acquisition. In addition, students will receive New York State English as a Second Language Achievement Test (NYSESLAT) preparation. Teachers will use classroom libraries, which are also part of the AWARD program to work with students. Beginning students (Grade 1) are also instructed using Basic Interpersonal Communication Skills (BICS) through various techniques: TPR, SIOP model, music, etc. Beginning and Intermediate students (Grade 2) will be instructed using comprehension skills as a focus using the program AWARD. Teachers who will be instructing ELL students have been trained and have sufficient experience to work with students. The program will be scheduled for 90 minutes, three days a week (Wednesday, Thursday, Friday) for 33 days, after school from 2:35 p.m - 4:05 p.m. This program services a total of 40 students. One class will be for Grade 1 Beginners (20 students), and the second class will be for Grade 2 Intermediate students (20 students). Selection of students is based on NYSESLAT results and classroom teacher referrals.

The projected start date is January 14, 2015 to April 8, 2015.

## 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: \_

Teachers involved with these two programs receive professional development on correct usage and implementation before and during supplemental instruction. There is on-going training on how to analyze student work to assess and revise student goals in collaboration with ELL liaison. Teachers also use results from NYSESLAT performance to assist in planning and preparation for the upcoming exam. Professional development on AWARD online is scheduled for two days by an AWARD Reading consultant; one on January 15, 2015 for teachers and one on February 5, 2015 for parents. These dates are tentative and subject to confirmation of program.

An in-house staff member, the ELL Liaison, will provide training in Looking at Student Data. Dates are as follows:

Monday, January 12, 2015 - Setting Goals

Monday, February 9, 2015 - Looking at Student Work & Next Steps

Monday, March 9, 2015- Looking as Student Work & Next Steps

The title of the first two workshops: AWARD Reading - Classroom Library/AWARD Reading-Online, will be conducted by AWARD consultant.

After assessing students in January, ELL Liaison will look at student data and work with teachers on how to use data to drive instruction and provide next steps for the remainder of the program. Teachers can

**Part C: Professional Development**

then determine what is needed to prepare students for NYSESLAT.

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**Part D: Parental Engagement Activities**

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

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

Begin description here: \_

There will be three workshops scheduled for parents of ELL students. These workshops are designed to help parents work more effectively with their children at home. The Parent Coordinator will oversee workshops which will be given every third Thursday of the month, usually at 10:00 a.m. Parents are notified through the monthly calendar, memorandums sent home, and through school messenger. Translation and interpretation will be done by staff members and one parent.

Workshop 1: January 15, 2015 - Parent Workshop: Homework without Tears - conducted by a CITE consultant.

Workshop 2: February 5, 2015 - Parent Workshop: AWARD online at home. How You Can Assist Your Child - Conducted by Award consultant.

Workshop 3: - February 26, 2015 - Parent Workshop: CSS and ELL Students - conducted by CITE consultant and ELL Liaison

The workshops scheduled will consist of parents assisting their children with the home online usage for the AWARDS program. Parents practice and learn the various tools necessary to navigate the activities on the computer. Additional assistance is available for the parents in the library. The workshops also provide opportunities for parents of ELL students to assist their students at home with homework. Parents are also informed on the CCSS and how it relates to student work and standardized exams for ELLs.

All dates are tentative but are conducted in conjunction with the Parent Association and Parent Coordinator.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>134</b>
School Name <b>Community School 134</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Alison King</b>	Assistant Principal <b>Marie Almonor</b>
Coach <b>Doreen Torres</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Madison Nunes</b>	School Counselor <b>Andre Sessoms</b>
Teacher/Subject Area	Parent <b>Shekebea Wright</b>
Teacher/Subject Area <b>Carmen Placeres</b>	Parent Coordinator <b>Rebecca Cherry</b>
Related-Service Provider <b>Delia Genao</b>	Borough Field Support Center Staff Member <b>Jose Ruiz</b>
Superintendent <b>Rafaela Espinal Pacheco</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	688	Total number of ELLs	78	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	78	<b>Newcomers</b> (ELLs receiving service 0-3 years)	63	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	63	0	10	3	0	2		0		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
SELECT ONE														0
Arabic														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	11	16	3	7	10								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									0
Haitian														0
French	1	1	1	1	1	2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2	3	5	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	5	7	1	4	1								0
<b>Emerging</b> (Low Intermediate)	1	3	7	1	3	1								0
<b>Transitioning</b> (High Intermediate)	2	1	2	3	3	3								0
<b>Expanding</b> (Advanced)	4	5	4	5	4	6								0
<b>Commanding</b> (Proficient)		0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									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		1	1	1	1									0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2		4						0
4	7		2		0		1	0	0
5	9		1		0		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		3		5		1	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
 Students are assessed using Fountas & Pinnell (administered four times a year) and baseline assessments which is the Measures of Student Learning (MOSL) as a tool to guide the academic focus. The MOSL is the selected growth model for the school. ELL interim assessments are administered twice a year and determines the focus for ENL instruction. The data reflects ELL students who have been assessed using these tolls demonstrate a deficiency in vocabulary and comprehension skills. 60% of our English language learners demonstrate low proficiency in Reading. 70% of our English language learners demonstrate low proficiency in writing. Particular struggles continue to be in the use of text complexity, vocabulary development, and reading fluency. Children with specific deficiencies in the different modalities are grouped together by grade. Classroom teachers meet with the ESL teacher to plan on a weekly basis. The data patterns also demonstrate that for the past four years, 5% of our students continue to test out of ESL. Particularly, in Kindergarten and Grade 5. The team continues to analyze the data and look at evidence that demonstrates progress in these two grades. Strategies are explored in order to select the most appropriate that will enhance and support learning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 There continues to be an influx of African and Latino students who speak various dialects entering the school system. These students are identified as ENL students. Students are administered the NYSITELL. Based on NYSITELL results, eligible students are placed in appropriate settings. The data shows a considerable growth among newcomers compared to our developing ENL students. Currently, the need for a bilingual program may become necessary based on our increased Latino population. The results of the 2015 NYSESLAT demonstrates a high concentration of Expanding ENL students. Our special education population continues to demonstrate little progress. Additional focus will be on this group of students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 ESL teachers will target Reading/Writing skills when making instructional decisions for ELLs in order to meet the requirements of AMAO II. Special attention will be given to reading and understanding nonfiction texts since both the NYSESLAT and NYS ELA heavily emphasize these skills (in case of the NYSESLAT, all four modalities tested require ELLs to be able to analyze and synthesize

nonfiction informational texts). Language objectives will continue to be incorporated and addressed in ELA reading/writing lessons, which will help us meet AMAO III.

The majority of our students are proficient in Speaking/Listening as evidenced in NYSESLAT scores. The trend shows an increase from Entering to Emerging, where students score lower in the areas of Reading and Writing. ENL students who took the NYSELA compared to monolingual students perform between levels 1 and 2. Approximately 7 students demonstrated no movement for three years. Focus on providing Tier III intervention for these 7 students. The majority of Grade 4 ENL students are Expanding level, which is aligned with the Grade 4 monolingual students who performed the highest on the NYSELA. Title III funds will be allocated to support students who have not made significant academic growth.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. Across proficiencies and grades, the majority of our ENL students scored at Level 1 in ELA and Math. Level 2 students were at the Transitioning and Expanding levels. ELL students struggle with the writing portion of performance tasks across content areas. Although there are no other assessments in the native language other than the Spanish LAB, teachers scaffold instruction to meet specific needs of individual ELL students. These teachers receive at least 10 hours of training in Second Language Acquisition which supports them on how to use techniques in the classroom to further support students.
    - b. School leadership and teachers analyze the results of the ELL periodic assessments and compare them to NYSESLAT scores and class work. This helps to inform our progress and shift our instructional focus. School leadership also meets periodically with ELL teacher to discuss ELL student progress.
    - c. There is evidence of a correlation between students who perform well on the periodic assessments and the NYSESLAT. Students whose home language is Spanish are usually placed with a Spanish-speaking teacher to provide extra language support.
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*.] Data (NYSITELL, NYSESLAT, ELA, Fountas & Pinnell, Unit Tests, etc.) is used to provide high quality instruction for ELL students. Both the classroom teachers and the ESL teacher use data to identify the area of need, group students and plan appropriate instruction. This Tier I intervention takes place throughout the school day including when the ESL teacher pushes in for services. The ESL teacher provides Tier II instruction by pushing-in classrooms during ELA instruction in Grades 3-5. ENL students with disabilities receive Tier III intensive and individualized instruction through after-school support in addition to pull-out service. K-2 students are pulled out for instruction for both Tier II and Tier III support depending on how many units of instruction individual students receive. The ESL teacher conducts ongoing progress monitoring to ensure movement.
6. How do you make sure that a student's new language development is considered in instructional decisions? Teachers who have ENL students in their classroom receive SLOP training which provides strategies to support and build on English language skills. Due to the range of native language proficiencies of our students, the instructional programs are planned and designed to take into account the diverse educational backgrounds and personal experiences. Content area teachers use many different tasks and differentiated approaches to scaffold learning in content knowledge. Students are able to build on prior knowledge while developing language. Students who are proficient in the native language benefit from the training.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The school is meeting the AYP for ELLs. NYSESLAT results indicate ELL movement from one proficiency level to another. ELLs are also meeting school-wide goals and demonstrate improvement in writing portfolios. We analyze assessment data (NYSELA, NYS Math, NYSESLAT, Running Records, Periodic Assessments, etc.) with a lens for progress. Meeting AYP for ENL students are evaluated. The push-in program has been most successful. Each year, a bulk of our Kindergarten and Grade 5 students test in the Commanding level on the NYSESLAT. The after school academy continues to focus on students who are Emerging and Transitioning. Several workshops for teachers are conducted to support ELL students in monolingual classrooms. Assessment and student learning is on an ongoing basis. Teachers assess students at the beginning, during, and after lessons using instruments for diagnosing reading and writing abilities, language proficiency, and general achievement.

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

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

The ELL identification process begins with the Home Language Identification Survey (HLIS), in which the Pupil Accounting Secretary, or an available ESL teacher informally interviews parents in English and/or Spanish (the first language of most of our ELL population) and assists them in filling out the HLIS form. Translation services are made available for parents of ELLs who speak languages other than Spanish. Next, ESL teachers review the HLIS forms. They conduct informal oral interviews with the students and administer the LAB-R accordingly. This process is carried out within 10 school days of the students’ admittance. In order to ensure that all students who are eligible to take the LAB-R have been tested, the RLER report is generated approximately every 10 days. Additionally, the list of students eligible for the LAB-R is cross-referenced with ATS (i.e. student exam history) and ARIS databases. Students who do not pass the English version of the LAB-R and whose home language is Spanish are administered the Spanish LAB by the ESL teacher and Foreign Language teacher/staff member who speaks Spanish fluently (for the oral and listening portions of the Spanish LAB ONLY). This is done to assess students’ proficiency in their native language. In cases of newly admitted ELLs that have already taken the NYSESLAT, RLAT and RNMR reports are used to identify these students and their proficiency levels. To identify Special Education ELLs, IEPs are checked and cross-referenced with the information documented in ATS and CAP systems. This screening and identification process of ELLs is done on an ongoing basis throughout the year as new admits filter into the school.

Students who are registered with an OTELE cod other than "NO" are invited in for NYSITELL administration within 10 days or before school opens (if at the beginning of school year). This allows us to place students in the appropriate educational setting on the first day of school. First time students are given informal assessments and placed in appropriate proficiency level groups which support and prepare them for the NYSESLAT.

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).

N/A

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).

During the informational session for parents of newly enrolled ENL, multiple people are available for consultation and communication in the native language. The team which includes the Assistant Principal, Testing Coordinator, ESL Teacher, and the Parent Coordinator. ELL students whose IEP recommends monolingual services with ESL are served per IEP. To attain English proficiency within the least restrictive environment and achieve their IEP goals, ELL-SWD students will receive AIS services from the special education teacher providing ICT services on a particular grade. The students will be pulled out one to four periods a week fro ESL support with other, non-SWD ELL peers.

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 ESL teacher sends a placement letter is sent to parents to inform them of the appropriate program. Bilingual or ESL. Additionally, continued entitlement letters are sent to parents every year to inform them of the program their child is entitled to, and copies of these letters are maintained in an ELL compliance file in the ELL coordinator's office.

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).

The school has a protocol to assign qualified and trained staff to manage the re-identification process. In this case the ESL teacher and ELL liaison manages the re-identification process. Students who are non-ENL will not be part of the ELL statistical data. Parents must submit written request. If phase 2 of re-identification process becomes necessary, then final decision notification is given to parent in native language if possible. All copies of letters and records are maintained on file in the ELL liaison's office.

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.

Parents of ELLs receive an entitlement letter in both English and the home language and are invited to attend an orientation session in their native language and in English. To ensure that parents understand all three program choices (Bilingual Education, Feestanding ESL), all information-brochures, forms and booklets are distributed in both languages. A translator along with the ESL teacher provides them with information on the options available to them in order to make an informed selction on the Parent Survey and Program Selection form. Parents also view the orientation video for parents of newly enrolled English language learners in both languages. Parents are invited to ask questions about the transitional bilingual program and the freestanding ESL program. The timelines for these programs are also discussed so that the parents have a clear understanding of these programs before making a

selection. Parents will be contacted if a TBE becomes available. The parents who cannot attend these orientation sessions are met with at a later date. All information is given to them in both languages. Translators are available when necessary. The ESL teacher makes every attempt to have parents respond to correspondence. Parents who do not respond within the given time (two weeks) are placed in a free-standing ESL program until contact is made.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The school ensures that entitlement letters are distributed after the NYSITELL is administered by the ESL teacher in both English and the home language to the students who are entitled to ESL services within 10 days of the start date. The letter is sent home with the child and a copy of it with the students' name and is kept on file. The parent survey and program selection forms are given out at the parent orientation after the newly enrolled ELLs video is shown in all of the necessary languages. Parent surveys and program selection forms are completed and collected by the ESL teacher that day of the parent orientation. A tally is recorded to count the number of votes, a copy is filed and the original is put back in the child's cumulative folder. If parents cannot make this meeting, the ESL teacher calls to schedule a time to view the video. The parent coordinator will follow up with the parents who continue to be unresponsive. Most of the time we get 100% of the surveys and program selection forms. The parent selection will automatically be counted toward the bilingual program. If the school has twelve students in two consecutive grades whose parents opted for the bilingual program choice, then a bilingual program is created.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL coordinator keeps records of all returned forms and monitors on a monthly basis to check that they have been returned. Contact is made to parents who do not return forms. Assistance is offered and provided to parents who may have difficulty completing the forms. Forms are also available in student's native language. If language is not available, then the ESL teacher contacts the Translation and Interpretation services for assistance.

Parent Surveys are usually encouraged to be completed during parent-teacher conferences. This is done in case there are parents who need assistance with completed.

9. Describe how your school ensures that placement parent notification letters are distributed. The ESL teacher keeps track of all letters distributed in parents' native language. The ESL teacher is responsible for the distribution of parent notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All HLIS, non-entitlement and entitlement letters and copies are kept in a secure location (ELL Liaison's office) monitored by the Team.
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.

There is a recommended state schedule which is taken into consideration. Although the ESL teacher is aware of the ELLs who need to take the test, the RLER is used to determine eligible students who take the NYSESLAT. Attendance is taken daily to ensure every child, who is eligible, takes the test and make up tests are scheduled if a child is absent for any modality of the test. The procedure for ensuring the four components of the NYSESLAT is administered as follows: Students are grouped by grade and given one section a day for the NYSESLAT. The speaking section is administered and scored by trained staff. The rest of the sections are administered by teachers of ELL students and the ESL teacher. A schedule is created by the Testing Coordinator.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL teacher is responsible for the continued monitoring and support for students and sending notification in parents' native language.
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).

Based on past trends, most parents elect for a freestanding ESL program. These students also receive native language support when possible. According to past parent choice surveys, parents are interested in an ESL program. Records of parent choice are kept on file and counted toward future tallies. Records are kept for potential students in the TBE. Parents are informed of the instructional program their child(ren) will be participating. Push-in/pull-out ESL programs. Every effort is made to comply with the parents' wishes. Materials and methodologies are discussed with parent in both languages through a translator who is present during consultations and all other communication activities with parents in their native language. The program models offered at our school are aligned with parent requests of freestanding ESL. For the small number of parents who are interested in TBE, the option is given to send the student to a school that offers these services. Most parents prefer to keep their children at C.S. 134. In 2013-2014, there were approximately 23 newly enrolled ELLs and all parent surveys and program selection forms were completed choosing ESL as their first choice. This year, we anticipate an additional 30 newly enrolled ELL, with a concentration in the early grades. All program models offered are aligned with parent requests. The past trends show our parents prefer freestanding ESL but support the push-in model.

# Part V: ELL Programming

## A. Programming and Scheduling Information

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

C.S. 134 has a freestanding ENL program with all instruction in English. The ENL population is approximately 11% of the population (currently including current Kindergarten students). This service is delivered to to ELLs via the pull-out and integrated models depending on the number of ELLs on the grade level. ELLs in grades 3-5 receive instruction in English content area classes such as ELA, math, science and social studies and are brought together for high quality English acquisition focused instruction. The ESL teacher pushes into as well as push into all classrooms to provide both small group and additional support to ELLs. The current program is for 78 students, with a high concentration of African and Latino students. There are no SIFE students. The current majority is at the Entering and Emerging levels. Students are generall grouped by grade but are homogenously grouped by level of proficiency within the program. Our ESL program is aligned with mandated ESL, ELA and content area learning standards and the core curriculum. The ESL teacher is licensed and receives ongoing professional development.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per CR Part 154, the organization of staff ensures that the mandated number of instrtional minutes is provided according to proficiency levels in our ESL program by allowing the ESL teacher to either push-in to the classrooms or pull-out of the classrooms to service students. Teachers of ELLs are notified in September of the ELLs in their classrooms. These teachers are trained in second language acquisition and NYSESLAT. The ESL teacher informs classroom teachers about students' NYSESLAT scores. THE level of English language proficiency, as well as the scores on all four modalities are also discussed. Data is analyzed and targeted students receive additional support. ELL students are also invited to attend the Title III After School program in order to receive extra support. The ESL teacher and classroom teacher collaborate in planning and working toward a common goal for each student.
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.

Content area instruction is all in English in the classrooms with native language support when possible. Classrooms have libraries with Spanish books. English/Spanish and English/French dictionaries and glossaries are available to help support students during content area instruction. The students who speak other languages are supported theoruh peer translation and technology. The ESL program focuses on reading, writing, listening and speaking in English with content are subjects integrated as well. If an ENL student is having specific trouble with a topic, the ESL teacher is available to help. Teachers instruct using ESL strategies such as differentiated instruction, scaffolding for all students, TPR for newcomers, using visuals, graphic organizers and some teachers have smart boards in their classroom to help with translation when needed through technology. Teachers are explicit in their instruction to help all students. They always question and assess students to make sure the content is comprehensible and students are developing English language skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

Students are tested in all four modalities throughout the year. Running records are administered three times a year to show growth in their reading ability. Teachers also take notes on their observations of student response to questions to measure their listening and speaking levels. Writing assessments are graded using a rubric to show progress throughout the year.

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

Currently, we have no SIFE students. The ESL teacher groups students according to proficiency areas within the grade. Newcomers and Developing learners receive both integrated and Pull-out services where the teacher provides small group instruction using interactive resourceds. The main program for newcomers is AWARD reading which is a technology based program that provides visuals, audio text CDs and Background Building CDs. This program also has a home component where students can continue to practice language at home.

Our long-term and former ELLs work on Focus Forward, which is a text-based program that contains high-interest text aligned to the CCLS. The classroom teacher also works with long-term and former ELLs during the extended learning program after school. Student are given instruction in small groups with scaffolds that reinforce student learning.

Test accomodations are given to all ELL and former ELL students.

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.

N/A

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

Teachers of ELL -SWD students use explicit instructional strategies that both access to academic content areas and acceleraete English language development by separating tasks into smaller components. Separating tasks, help students acheibe the goal and complete tasks. Teachers use strategies to fit the needs of their students to provide access to academic content areas and to accelerate English language development. Teachers assess their students' multiple intelligences to see what kind of learner they are and then teach using strategies to accommodate their students' learning style. If a child is a visual learner, the teacher will use the appropriate approaches. Students who need help understanding and answering inferential questions, the teachers will practice skills on vocabulary and context clues to make connections. Teachers also use prior knowledge and use different genres to help identify specific books. Particularly, non-fiction. Grade level materials are used with teacher support and students build their knowledge until they can use materials on their own.

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?

The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD students within the least restrictive enviornemt by pulling children out of the classroom while their class is working on the subject that they have the most difficulty. Students are supported in breaking down material in a more comprehensible fashion. The teachers address the students' areas of need by matching appropriate instruction.

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.

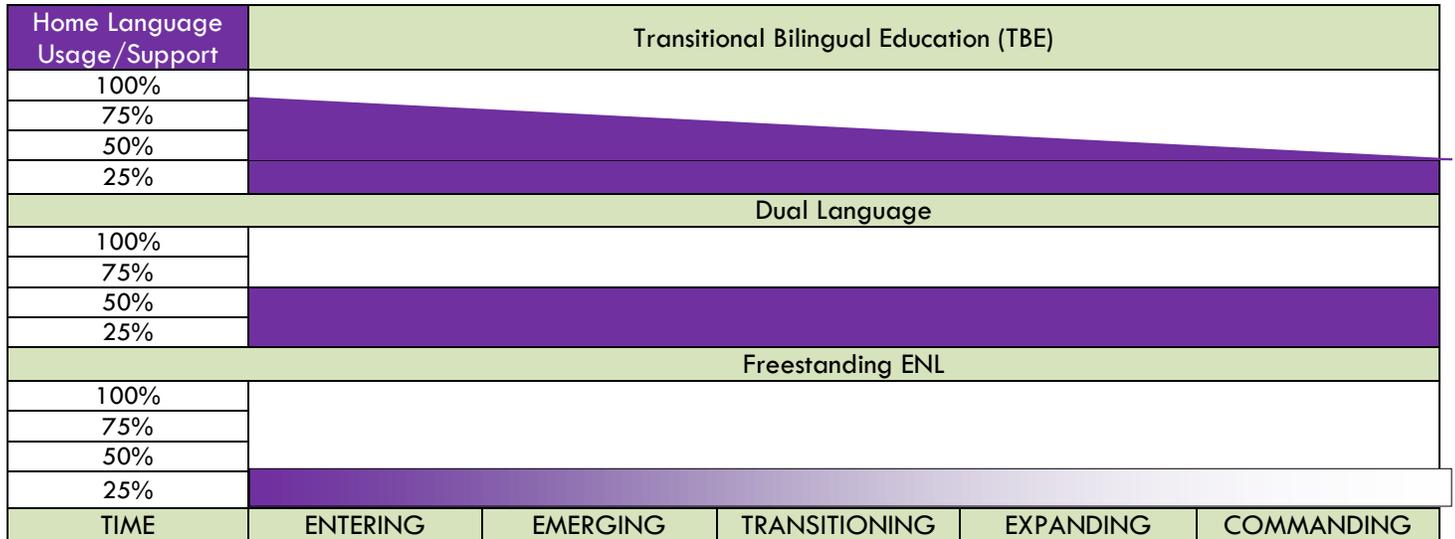


\*Note “other approved services” does not apply to New York City at this time.

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. Results of running records are identified and appropriate strategies are utilized during Tier II and III intervention. Based on results from MOSL, the ESL teacher works on writing strategies and small group instruction during push-in. Lessons are scaffolded by the ESL teacher. Targeted intervention in Math focuses on student work and unit assessments. Math lessons utilize manipulatives and are modified to meet the need of ENL students. Afterschool intervention is also provided. During academic intervention, students also prepare for the ELA with ESL teacher. Other content areas are also addressed if the child needs help in other subject areas. The success of the ESL program is due to the collaborative effort of the teachers with the goal of helping each ELL meet or exceed NYS and City learning standards. Teachers work together to deliver a balanced approach to literacy as well as tailor content area instruction. The classroom teachers and ESL teacher meet to articulate the instructional plan for the week to ensure curricular alignment incorporating the necessary methodology and instructional strategies. Formal and informal assessments are ongoing and include portfolios and projects to determine growth towards meeting standard work.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The effectiveness of the ESL program is measured in student growth in reading, writing, listening, and speaking. ENL students who are at or approaching grade level are assessed using the Fountas and Pinnell. The program is effective based on the growth in language proficiency levels. Currently, the ESL program has been making progress based on results of yearly data. ELL students are clustered by grade into classes where teachers have been trained in second language acquisition. This also helps with compliance where the ESL teacher can service more students at a time. The ESL teacher collaborates with classroom teacher so students receive differentiated instruction. Teacher provides scaffolds for vocabulary and text complexity using the current literacy program.
12. What new programs or improvements will be considered for the upcoming school year?  
N/A
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. After-school programs are available to ELL students through Title III funds. Differentiated instruction is practiced using ESL methodology. Extended time after school is taught by a licensed ESL teacher, from 2:35 p.m. - 4:30 p.m. Material used for the program is supplemental to the reading and math program used during the day. Long-term and former ELLs use Focus Forward. The rationale behind using this program is to provide extra support in order for students to perform at grade level on the NYS ELA and NYSESLAT. This program also provides extra enrichment, vocabulary, reading comprehension strategies, and writing support.
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. AWARD Reading is used for Grades K-3; Focus Forward is used for Grades 3-5. Students and parents have access to AWARD Reading at home to support learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? All materials are sent home in English and students' home languages. The translation and interpretation unit is utilized for specific materials sent home. Parents can also reach out to the ELL liaison who can assist with glossaries and dictionaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. The Bilingual Social Worker and Guidance Counselor are on site to support our ENL students. There is also a Speech Therapist who provides services to our native Spanish speakers.
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). An orientation is given to students who are newly arrived. The ELL teacher, classroom teachers, Guidance Counselor, and Parent Coordinator, take part in this orientation which is usually given in collaboration with a parent orientation session in September. There is a "Meet and Greet" designed for students who are new to the school, conducted by classroom teachers and Parent Coordinator, and CBO. Parents are invited to "Meet and Greet" as a way to inform parents on after-school programs, health and welfare outreach, sports, arts, and other school community related programs.
19. What language electives are offered to ELLs? C.S 134 does not offer any foreign language classes. However, there are staff members who speak a second language who also assist ELL students when needed.
20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
 The professional development plan for ELL personnel including teachers of ELL students, includes training for teachers in ESL strategies, methodologies, second language acquisition. This training is provided by in-house personnel licensed in ESL. Teachers of ENL students are encouraged to take courses leading to ESL extension. Study groups in SIOP strategies focus on second language acquisition and planning aligned to Danielson Framework.
 

November 20, 2015	SIOP Training	All Staff
December 18, 2015	SIOP Training	All Staff
January 29, 2016	SIOP Training	All Staff
February 26, 2016	Wilson Training	All Paraprofessionals, Teachers of ELLs
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?  
 School staff will have the opportunity to benefit from monthly workshops organized either in-house through qualified staff or through ELL institutes organized by the NYCDOE. A designated staff member holding a special education license will attend the monthly workshops and then turnkey information to other teachers of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
 In order to support ENL students who will be transitioning from elementary to middle school, the Guidance Counselor, Parent Coordinator, Assistant Principal, and Parent Association provide various support systems for parent and students. Intervisitations with neighborin schools are encouraged and assist parent in making informed decisions about where they would like their child to attend. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selection of appropriate schools to meet individual student needs as well as to complete necessary forms.  
 Support is provided to staff to assist ELLs as they transition from elementary to middle school includes trainings.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
 The ENL Coordinator is responsible for providing the necessary training for teacher of ENL students. Training is provided throughout NYC and in-house. Training hours are recorded and placed in teachers' files.

### 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?

Every year, the school is making every effort to increase parental involvement. This is attributed to programs that have become available to parents. There are several workshops conducted for parents of ELL students by ESL teacher and other contracted personnel. The ESL teacher, Assistant Principal, and Parent Coordinator have worked very closely together in planning and providing additional services.

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.

To foster parental involvement we have organized a Common Core Workshop for parents of ELL students in early October. This workshop will focus on preparing students for the NYS assessments and what parents can do at home. Curriculum night is an annual event that encourages all parents to strengthen involvement in their children's education process and celebrate their various cultural backgrounds.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Other parental involvement events include the quarterly award ceremonies, Back to School Night, parent-teacher conferences, PTA meeting, parent workshops, SLT meetings, and field trips. Our partners with the Sports & Arts provides workshops to parents. Among parental needs addressed by the school are translation and childcare services during workshops.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with the Foodbank of New York, St. Barnabas, Sports & Arts in Schools Foundation, and neighboring schools, in order to provide various services to ELL parents.

The Parent Coordinator provides monthly workshops through "Cookshop for Families".

Sports & Arts involves parents in many cultural activity nights and provides outreach services to those in need.

St. Barnabas conducts sessions for Diabetes, Breast Cancer, and other health related issues to parents.

5. How do you evaluate the needs of the parents?  
Workshops and events are based on the needs expressed in a needs survey conducted at the end and beginning of each school year by the Parent Coordinator. The results of the survey are reviewed with the School Leadership Team and Parent Association.
6. How do your parental involvement activities address the needs of the parents?

The needs of parents change on a yearly basis. Careful consideration is given when the team makes decisions about what should be prioritized. The goal of the school is not only to increase involvement but to include the parents of ENL students as part of the school community. In order to ensure communication, it is important to have appropriate translators and materials for parents who speak languages other than English or Spanish. ENL students participate in programs with their parents. Parents have an opportunity to volunteer through the Learning Leaders program. Parents are also invited on several occasions throughout the year to participate in trips, celebrations, and other events.

Special attention is given to immigrant families and providing support services or guiding families to the appropriate services available. The school understands that there are challenges such as language barriers and emotional, health, and housing issues that present obstacles to immigrant families and students' success and limit parental involvement at school. The school makes every effort to provide assistance to include: Health and Child welfare services, supplemental nutrition programs, and workshops that help their child(ren) gain language skills, preparing for parent-teacher conferences, etc. All this is in an attempt to improve the communication between the students and school.

### D. Additional Information

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

Paste response here:



School Name: **C.S. 134**

School DBN: **12X134**

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)
Alison King, I.A.	Principal		9/9/15
Marie Almonor	Assistant Principal		9/9/15
Rebecca Cherry	Parent Coordinator		9/9/15
Madison Nunes	ENL/Bilingual Teacher		9/9/15
	Parent		
Carmen Placeres	Teacher/Subject Area		9/9/15
	Teacher/Subject Area		
	Coach		
	Coach		
Andre Sessoms	School Counselor		
Rafaela Pacheco Espinal	Superintendent		
Jose Ruiz	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12x134** School Name: **C.S. 134X**  
Superintendent: **R.**

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

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

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

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

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

---

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.

Based on the needs assessment survey conducted at the beginning of the school year, members of the ELL team made the following recommendations for services beneficial to our non-English speaking population:

- Most materials are scheduled for translation prior to meetings. New materials, if not provided in Spanish, are translated by a member of the faculty as soon as possible in order to be available in a timely manner. Requests are also made to the Translation and Interpretation Unit in advance in order to have materials translated on time.
- Data based on yearly accountability status demonstrates an increase in different ethnic and cultural backgrounds other than Spanish. This includes recent immigrants and transfer students coming from various cultural backgrounds (Arabic, African, Latino). We find that for some African dialects, French is an official language. A French-speaking staff member assists with translation during the initial enrollment process and completion of the HLIS. During the parent choice orientation, information is translated in one of the five languages available, otherwise arrangements must be made to ensure parents are explained the process in their native language.

All materials are prepared in the summer, based on data provided on the demographic breakdown on ATS. Parents need more assistance in understanding effective instructional practices necessary for increasing the academic performance of their child(ren). Workshops are provided throughout the year to parents in order to assist them in utilizing strategies at home.

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.

The preferred languages at C.S. 134 are English, Spanish, Fulani, and French. These are the native languages that make up the majority. A limited number of our parents need Arabic translation. Currently, we have a staff member who speaks Arabic. The staff member assists with translation during Parent-Teacher conferences. All other written correspondence is available unless specific to our school. In this case, the Translation and Interpretation Unit is contacted.

## **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.)

All school-wide written translation is delivered to students/parents in both English and Spanish. Written translation services are by in-house school staff. The Assistant Principal receives requests from teachers and assigns translations to a teacher hired on per diem to translate documents as needed. Parent Handbook, Parent Bulletin, Monthly Calendar, Test Prep materials for parents, First Day packet, permission slips, trip slips, teacher newsletters to parents, Parent/Teacher conferences, Assemblies, Lunch forms, Discipline Codes, blue cards, School Expectations. Parent guides to "Social Media and Internet Safety; Empowering Immigrant Parents; and Homework Strategies" are distributed in Spanish, French, Arabic, and English, during parent workshops throughout the school year.

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 Orientation - September 17, 2015  
Parent Selection Meetings - Ongoing  
Tuesday Parent Meetings  
Parent Teacher Conferences -November, March, May  
Art & Science Fairs - December and May  
Homework Help - December and February  
Assemblies - December, May, June  
Graduations-June

## Part C: Providing Language Assistance Services

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

The procedure for requesting translation from the Translation & Interpretation Unit is to submit two weeks prior to event. If there is advanced notice, then requests are made within one month of event. In-house translations are done by staff member in Spanish. In-house verbal translation in French is also done by staff member. The procedure continues to be two weeks notice.

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.

Over-the-phone interpretation will be needed for Arabic and Fulani. Parents of these languages may choose to bring their own interpreter but it must be a responsible adult.

## Part D: Training Staff on Policies and Procedures

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

School uses the Language ID Guide, staff meetings, and email to ensure staff members are aware of how to use translation services.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

The Parent Coordinator also receives additional training about the translation and interpretation process when necessary. The Guide is posted in the front entrance of the school. The Parent Coordinator and PTA president play major roles in identifying language needs of parents and the circulation of information. Parents' Bill of Rights is available in the main office and is available in English, Spanish, Arabic, and French.

**Part F: Monitoring and Quality Control**

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

A parent survey is given at the beginning and end of the school year. These surveys are analyzed to determine specific concerns and needs of parents. Feedback is also gathered from the SLT and monthly parent meetings.