



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	07X161
School Name:	P.S. 161 PONCE DE LEON
Principal:	ELIAMARIE SOTO

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Juan Ponce De Leon School School Number (DBN): 07x161
PreK-5th grade
Grades Served: _____
School Address: 628 Tinton Avenue Bronx, NY 10455
(718) 292-5478 (718)292-5476
Phone Number: _____ Fax: _____
School Contact Person: Eliamarie Soto Email Address: Esoto2@schools.nyc.gov
Principal: Eliamarie Soto
Melissa Nelson
UFT Chapter Leader: _____
Nancy Marrero
Parents' Association President: _____
Co-Chairs: Meaghan Raymond & Elena Dotoratos
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Martha Guzman
Student Representative(s): _____

District Information

District: 07x Superintendent: Elisa Alvarez
501 Courtlandnt Avenue Room 102
Bronx, NY 10451
Superintendent's Office Address: _____
EAlvarez2@schools.nyc.gov
Superintendent's Email Address: _____
(718) 742-6587 (718)742-6548
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____

Director's Email Address:

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Eliamarie Soto	*Principal or Designee	
Darlene Ingram	*UFT Chapter Leader or Designee	
Nancy Marrero	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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>	
	CBO Representative, if applicable	
Giselle Quinones	Member/ Teacher	
Elena Dotoratos	Member/ Teacher	
Meaghan Raymond	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisette Bonilla	Member/ Teacher	
Altagracia Pesnell	Member/ Teacher	
Joselyn Blanco	Member/ Parent	
Cruz-Oscar Molina	Member/Parent	
Carmen Figueroa	Member/Parent	
Adam Negron	Member/Parent	
Pamela Atkinson	Member/ Parent	
Vacancy	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.

Our mission, at P.S. 161, is to make our school child-centered in an environment of excellence. Through an open team approach involving our entire school community, we will create an atmosphere where children will show willingness to question, explore and share. We will instill a love of learning so that all our students can reach their full potential and become contributing members of society. We will foster lifelong goals of independent thinking, responsible citizenship, and an appreciation of individual differences, academic excellence and high standards. The teachers of P.S. 161 immerse students in learning environments in which clear expectations are the norm. Teachers believe students learn best when actively engaged in purposeful and meaningful tasks which facilitate connections to both their personal lives and the world at large. Teachers empower students by sharing with them "where they are in their learning and where they need to be." These conversations are driven by formative assessments which guide instruction in terms of modeling, large and small group instruction as well as individual needs. Students thus set goals based on this information and receive timely feedback from both teachers and peers to facilitate this endeavor. Rubrics and samples of finished work products guide students as they engage in their tasks and provide feedback to their peers.

As per our last School Quality Review Full Report 2014-2015

What the school does well:

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

Findings : School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and content standards, and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

Impact : Purposeful curricula decisions build coherence and promote college and career readiness for all students so that a diversity of learners, including English language learners (ELLs) and students with disabilities, are cognitively engaged in rigorous tasks across grades and subjects.

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

Findings : Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula. The school uses common assessments to determine student progress toward goals across grades and subject areas.

Impact: Aligned assessments provide actionable feedback to students and teachers regarding student achievement and the results are used to adjust curricula and instruction.

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations = **Proficient**

Findings : School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff. Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students

Impact: School leaders provide training and have a system of accountability for set expectations. Teacher teams and staff offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level.

Areas of Most Growth / Accomplishments:

Celebration

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

Findings : The majority of teachers are engaged in structured, inquiry-based professional collaborations. Distributed leadership structures are in place.

Impact: Effective collaborations promote the achievement of school goals and implementation of Common Core Learning Standards, and strengthen the instructional capacity of teachers. Teachers have a voice in key decisions that promote shared leadership and improved student learning.

- Structures for positive learning environment, inclusive culture, and student success
- Aligned use of resources to support instructional goals that meet students' needs
- Curricula-aligned assessment practices that inform instruction

What the school needs to improve: Teacher Pedagogy (1.2)

Findings :

- Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best through discussion. Teaching strategies inconsistently provide multiple entry points into the curricula. (1.2)

Impact:

- The Danielson Framework for Teaching and the instructional shifts are beginning to inform teaching practices. Inconsistent adherence to student discussion protocols and implementation of multiple entry points, result in students' mixed engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products.

Supporting Evidence:

- Administration and staff believe that students learn best through discussion in small groups. In groups, student discussion occurred at varied levels of making meaning. In a fifth grade class students were in data-determined groups with tiered writing assignments for creating opinion essays. The teacher grouped students, provided scaffolds according to students' needs, as well as writing checklists and rubric. Students discussed concerns and questions and one student shared her writing with a group member. However in a second grade class, students answered teacher-student questions on low levels of Webb's Depth of Knowledge (DOK). Additionally, in a bilingual self-contained fifth grade, only

the teacher's voice was heard while students, although grouped at tables, did not interact with each other before, during, or after a video on fact and opinion

- Another focus area is embedding higher-order thinking skills and questions in student work. Yet, this was unevenly demonstrated. In a 3rd grade class, students were placed in data-determined groups for a junior architect project to participate in a high-level thinking task in finding areas of rectilinear figures. However, in the lesson observed, students' tasks involved multiplication practice only. One group practiced solving workbook problems using the multiplication table provided, another group declined the table saying they did not need it, and a third group rolled dice creating and solving problems. In a third grade ICT class, leveled groups using tiered non-fiction self-selected reading task cards. One group answered comprehension questions and created their own higher-order thinking question, while another practiced using context clues to determine word meaning, another created a pre-question, chose a reading, and answered their own questions, and one group practiced expressing questions. Yet, as students sat in three data-determined groups in a 12:1:1 K-1 class, in the teacher's group, students answered DOK level one-two questions. However in another group, the students were being led with fill-in-the blank questions or did not have opportunity to answer the questions posed because the adult asking, also answered them.

- In several classes multiple entry points provided engagement but it was uneven. In an ICT kindergarten class, students sorted manipulatives, made letters and numbers on play-dough mats, and used game cubes and dice. Similarly, in a 12:1:1 K-1 class students used manipulatives shaped as ice cream scoops to show multiple representations of an equation, and whiteboards with base-ten blocks. In a fifth grade bilingual self-contained class students watched a ten-minute video without any method to involve, entry point, or note-taking device, leaving students without a method to demonstrate engagement.

Areas of Focus for 2015-2016:

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Research-based, effective instruction that yields high quality student work
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

07X161 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	534	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	93.9%	% Attendance Rate		90.9%	
% Free Lunch	94.3%	% Reduced Lunch		3.2%	
% Limited English Proficient	23.4%	% Students with Disabilities		28.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		21.7%	
% Hispanic or Latino	75.3%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	1.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.82	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.4%	Mathematics Performance at levels 3 & 4		13.9%	
Science Performance at levels 3 & 4 (4th Grade)	61.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
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.	E
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.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As per Focus School Quality Review Full Report 2014-2015, school leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and content standards, and integrate the instructional shifts. Curriculum and academic tasks are planned and refined using student work and data. Purposeful curricula decisions build coherence and promote college and career readiness for all students so that a diversity of learners, including English Language Learners (ELLs) and students with disabilities, are cognitively engaged in rigorous tasks across grades and subjects. (1.1)</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–Rigorous Instruction. 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, 100% of the school’s curriculum will be aligned to the Common Core Learning Standards as evidenced by curriculum maps, instruction, assessments, and instructional resources.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p><u>Activity # 1: Data Analysis</u></p> <p>In order to facilitate gains as well as monitor and revise curriculum, we will continue to analyze data derived from various data systems, to help establish initial goals for teachers / students, as</p>	<p>All classroom and out of classroom teachers</p>	<p>September,2015-June,2016</p>	<p>Principal, Assistant Principals, external Staff Developers, District 7 Instructional Specialists, Data Specialist, TEACHING MATTERS Coaches</p>

<p>well as group students strategically in We will have a data wall so that instructional teacher teams and others will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Monthly school-wide inquiry team, teacher teams, and Grade-level Inquiry Teams will share, review data, student work and continue with the focus of research and data driven planning meeting in order to make informed decisions regarding curriculum. (October 2015-June 2016) . Teachers will use student work and data to focus on how to best implement rigorous</p>			
<p><u>Activity #2: Professional Development</u></p> <p>We will continue to enhance our teacher pedagogy through cycles of targeted professional development and structured</p> <p>We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards. We will continue to provide ongoing professional development, web-based systems, data collection and analysis to all teachers in order to facilitate the alignment of unit goals and data driven decision-making. Outside Professional Development consultants will analyze data derived from various assessments to make</p>	<p>All classroom and out of classroom teachers</p>	<p>September,2015-June,2016</p>	<p>Principal, Assistant Principals, external Staff Developers, District 7 Instructional Specialists, Data Specialist, TEACHING MATTERS Coaches</p>

<p>purposeful decisions in grouping subgroups in order to facilitate gains as well as monitor and revise curriculum. The instructional teacher teams and others will have a general access location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement, weekly Home school-wide inquiry team and teacher team meetings to share, review data and student work, with a focus on research-based practices; these data driven planning meetings will run from November, 2015 - June, 2016. This data will be used to determine which subgroups will be targeted for the</p>			
<p><u>Activity #3: ADVANCE System (Teacher Effectiveness)</u></p> <p>Classroom, out of classroom, and cluster teachers will continue to differentiate instruction, through the use of scaffolded strategies with targeted groups of students to guide and support student outcomes as measured by the CCLS. Through teacher observations and feedback, teachers will modify lessons based on the review of student work, student assessment data, and engage students in rigorous instructional activities aligned to the Common Core Learning Standards. Weekly grade team meetings and bi-weekly Inquiry Team</p>	<p>All classroom and out of classroom teachers</p>	<p>September,2015-June,2016</p>	<p>Principal, Assistant Principals, external Staff Developers, District 7 Instructional Specialists, Data Specialist, TEACHING MATTERS Coaches</p>

meetings will provide teachers time to share and review data / student work to help direct instruction . We will continue to provide academic intervention for students on levels 1, 2, and 3. Teachers will have regular conferences with students in order to address their strengths, weaknesses, and next areas of improvement . They will continue to provide structured remedial intervention for at-risk students during the allotted Frozen time period in the daytime. We will continue with assessment protocols and re- distribute to all teachers the first week of school, September, 2015 . Yearlong mentoring will continue to be provided to new teachers to address data collection and analysis expectations . The Principal, Assistant Principals, and Grade Team Leaders will schedule weekly common planning meetings with grade leaders to facilitate planning based on results of data collection . The school data specialist will continue to play a major role in developing and maintaining various Excel data spreadsheets , teachers will teach monthly Character Traits (use of Wise Skills program) to support students who need social-emotional comprehension strategies. Students will continue to be placed in strategic groupings through our school-wide academic intervention initiative referred to as “Frozen Time”; after careful analysis of data. This will address all student needs through

literacy based on the five pillars of Reading. (SOP 2.2., 2.5)			

Part 4 – Budget and Resource Alignment

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

- Arrangement of common preps built into master schedule
- Teacher team discussions regarding assessment
- Use of Teacher designed assessments
- Instructional Leads collaboration on curriculum mapping
- Administrative ADVANCE observations
- Teacher voting process for designated meeting times
- Teacher
- Teacher surveys given at beginning of the school year, in order to tier PD opportunities

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st 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 February 2016, there will be a 2 ½ % increase in overall student achievement in ELA and Math as measured by the January CCLS Aligned Fall Benchmark Assessments.

1. DATA ANALYSIS- Administrators, data specialist, all classroom / out of classroom teachers will continue to monitor student data from various assessments to focus on designing
2. PROFESSIONAL DEVELOPMENT- Administrators will ensure and oversee the provision of multiple and varied professional development opportunities pertinent to the teachers’ and students’ needs. The Literacy and Math consultants will deliver these workshops as they pertain to the current units of study along with general best practices.
3. ADVANCE- Administrators will continue to be responsible for conducting initial and end of year conferences to formally begin and end the observation cycles throughout the year, using the ADVANCE system to continue to observe growth in Instructional practices throughout the school community. The data specialist, instructional leads,

classroom, cluster, and out-of-classroom teachers will continue to work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
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.	E
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.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In order to continue to provide a school culture that creates a positive learning environment which supports the academic and social-emotional growth of all students, we will continue monitoring and rewarding positive behavior for all students.</p> <p>What the school does well:</p> <p>P.S. 161 proactively addresses students’ behaviors by the implementation of the Positive Behavior Intervention and Supports (Through PBIS and WISE Skills, students are more predisposed to socially acceptable behaviors that are directly taught, regularly practiced in a natural environment, and followed by frequent positive reinforcement with the STAR school motto, “ Act like a Star, Look like a Star, Speak like a Star, Be a Star”.</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 –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, all students in the school community will participate in PBIS initiatives such as star points and student of the month, which rewards positive behavior and will result in a 5% decrease in school wide occurrences and suspensions as measured in OORS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Activity #1: Positive Behavior Interventions and Supports (PBIS) Initiative –</u></p> <p>Increased star points on a daily and weekly basis evaluate the effectiveness of the Act like a Star, Look like a Star, Speak like a Star, Be</p>	<p>Students in K-5</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Classroom Teachers, Counselors, and School Aides</p>

<p>a Star” . Students are given an opportunity to exchange star points for a tangible reward.</p> <p>A</p>			
<p><u>Activity #2 WISE Skills</u> – A comprehensive interdisciplinary character education program that helps schools, families and communities equip students with critical character qualities they need to be successful. Wise Skills has progressive school wide goals that lead to overall school success in helping students develop both performance character and moral character. As a result: (1) Student’s character is impacted, (2) School climate improves, (3) Instructional time increases, (4) Academic achievement grows, and (5) A positive learning environment is created .The school component helps schools model, teach and reinforce good character through interdisciplinary classroom activities. (SOP 5.2, 5.5)</p> <p>School leaders and all staff members can evaluate the Wise Skills character education program as students speak to the expectations of appropriate school behavior and the targeted monthly skill displayed throughout the school and on a specific bulletin board in every classroom. All School leaders and teachers monitor student’s daily actions with one another in classroom discussions and peer-to-peer assessments.</p>	<p>Students in K-5</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Classroom Teachers, Counselors, School Aides</p>

<p>Assemblies afford them opportunities to share ideas and their points of view, thus giving them a voice of expression in a risk-free environment. Students overwhelmingly indicate that their teachers are great because they serve as “examples” or role models always willing to help them with their problems. In addition to their teachers, support personnel provides students with one-to-one or small group guidance on a frequent basis leading to reflective conversations that inform them on making favorable decisions that positively impact on their daily interactions and school work.</p>			
<p><u>Activity #3 School-Wide Information System (SWIS)</u> –</p> <p>On a monthly basis, key personnel and out of classroom staff i.e., counselors will review school-wide referral patterns of classroom infractions as well as out of classroom incidents through five basic reports to evaluate current behavioral interventions for their effectiveness in decreasing and preventing behavior incidents.</p>	<p>Students in K-5</p>	<p>November, 2015-June 2016</p>	<p>Classroom Teachers, Counselors, School Aides</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>School leaders and staff have collaboratively created a safe environment that is responsive to the social emotional needs of all students. Through ongoing meetings spanning from school-wide to classroom community forums, students understand the qualities of positive behavior by enunciating that in order to be recognized and acknowledged, there are four important steps to take: “ Act like a Star, Look like a Star, Speak like a Star, Be a Star .”</p>

This school-motto is the driving motivation that has students talking about how respect, learning and good attendance contribute to their social emotional growth and academic success. The WISE skills character education program delivered by classroom teachers helps to instill the critical character qualities needed to be successful students and vital parts of our community through the use of skits, reflective journal writing and focus worksheets. Teachers also enhance skills through related texts. Key personnel/out of classroom staff, i.e., Counselors, will monitor and gather out of classroom and in classroom behavior data to input into (SWIS) to continually meet the behavioral needs of our student body.

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

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

Part 5 – Progress Monitoring

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

By February 2016, there will be a 2 ½ % increase in positive student behavior evidenced by student of the month showcases, PBIS star points in and out of the classroom setting, and reduced school-wide occurrence and suspension rate.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
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).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the Quality Review Report 2014-2015, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best through discussions. Teaching strategies inconsistently provide multiple entry points into the curricula. The Danielson Framework for Teaching and the instructional shifts are beginning to inform teaching practices. Inconsistent adherence to student discussion protocols and implementation of multiple entry points, results in students’ mixed engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products. (1.2)</p> <p>The 2014-2015 Quality Review identified teacher teams and leadership development as an area of celebration. The majority of teachers are engaged in structured, inquiry-based professional collaborations. Distributed leadership structures are in place. Effective collaborations promote the achievement of school goals and implementation of Common Core Learning Standards, and strengthen the instructional capacity of teachers. Teachers have a voice in key decisions that promote shared leadership and improve student learning. (4.2) In addition, across classrooms teachers use or create assessments, rubrics, and rating policies that are aligned with the school’s curriculum. The school uses common assessments to determine student’s progress toward goals across grades and subject areas. Aligned assessments provide actionable feedback to students and teachers regarding student achievements and the results are used to adjust curricula and instruction. (2.2)</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, the Professional Development Committee and Administration, will provide teachers with multiple professional development opportunities including but not limited to workshops, inter-visitations, classroom lab sites, teacher-led study groups, inquiry, grade-level planning, professional book studies, and webinars that provide strategies and techniques that improve learning outcomes across various levels of teacher expertise.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Activity #1. DATA ANALYSIS</u> - In order to facilitate gains as well as monitor and revise curriculum we will analyze data derived from various data systems to help establish initial goals for</p>	<p>All classroom and out of classroom teachers</p>	<p>September, 2015-June, 2016</p>	<p>Principal, Assistant Principals, Professional Development Committee, Inquiry Team, Data Specialist, Consultants, District Instructional Specialist</p>

teachers/students, as well as group students strategically in			
<u>Activity #2. ADVANCE</u> - We will fully participate in the ADVANCE-Teacher Effectiveness Program to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the	All classroom and out of classroom teachers	September, 2015-June, 2016	Principal, Assistant Principals, Professional Development Committee, Inquiry Team, Data Specialist, Consultants, District Instructional Specialist
<u>Activity #3. PROFESSIONAL DEVELOPMENT</u> - We will continue to enhance our teacher pedagogy through cycles of targeted professional development and structured inter-visitations. Based on Quality Review feedback, teachers will receive individualized development opportunities within the two main focus areas: multiple entry points/ differentiation and questioning. Teachers will self-reflect on their areas of need and use this to guide their selection of subtopics within the main focus areas. Throughout this process, teacher groups will take an inquiry approach by identifying, implementing, assessing, revising, and sharing (inter-visitation) research based strategies in action. In addition, Teaching Matters coaches will be facilitating professional development in best practices, specifically guided reading for grades K-3. We will continue tiered professional development with our	All classroom and out of classroom teachers	September, 2015-June, 2016	Principal, Assistant Principals, Professional Development Committee,

Part 4 – Budget and Resource Alignment

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

Activity #1 DATA ANALYSIS - Common preps will be built into the master schedule and will be deliberately structured such that team have substantial and regular meetings that result in improved teacher practice, increase in student engagement, and mastery of goals for groups of students. Furthermore, monthly inquiry teams composed of staff from the various constituencies will systematically share and analyze student work in order to generate next steps.

Activity #2 ADVANCE - Common preps will be built into the master schedule and will be deliberately structured such that teams have substantial and regular meetings that result in improved teacher practice increase in student engagement, and mastery of goals for groups of students. Furthermore, monthly and bimonthly inquiry teams composed of staff from the various constituencies will systematically share and analyze student work in order to generate next steps.

Activity #3 PROFESSIONAL DEVELOPMENT - Professional development workshops will be provided during common preps, weekly professional development Mondays and built into full-day Chancellor Conference Days. Professional development surveys will identify areas of strength and weakness in order to provide a framework for supporting teacher development. Teachers can use this framework to reflect on their practice and discuss professional growth with school Administrators and colleagues.

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

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

Part 5 – Progress Monitoring

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

By February 2016

1. DATA ANALYSIS- Principal and Assistant Principals will monitor the use of data collection and how it informs instruction through formal and informal observations, discussions, and monthly one-to-one data/assessment meetings. The data specialist will designate and maintain a data wall so that instructional teacher teams and other stakeholders will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Consultants and instructional coaches will provide data analysis support after each Interim Assessment administration to ensure the continuous modification of goals and instruction based on relevant and current data.

2. ADVANCE- Administrators will have conducted initial conferences to formally begin the observation cycles throughout the year. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.

3. PROFESSIONAL DEVELOPMENT- The Professional Development Committee and Administrators will ensure and oversee the provision of multiple and various tiered professional developments opportunities pertinent to the teachers’ and students’ needs. Instructional specialists, outside professional development consultants, classroom teachers, and out of classroom teachers, will deliver these workshops as they pertain to the current units of study along with general best practices.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
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.	E
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).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Commencing on October, 2015 - June, 2016 the administrative cabinet will continue the use of the Danielson Framework / ADVANCE observation system in order to conduct targeted and frequent observations. These observations will continue to help track progress of teacher practices based on student data, feedback and professional development opportunities. The ADVANCE system will continue to hold administrators and staff members accountable for continuous improvement, evidenced by a 5% increase in Domain 3.</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, all classroom teachers will continue to gather and analyze both formative and summative assessment data in order to identify student needs, formulate flexible student groups, inform teachers’ instructional practice, and monitor student progress which will result in an increase of student achievement by 5%.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p><u>Activity # 1: Data Analysis</u></p> <p>In order to facilitate gains as well as monitor and revise curriculum, we will continue to analyze data derived from various data systems, to help establish initial goals for teachers / students, as well as group students strategically in We will have a data wall so that instructional teacher teams and others will have general access to the use of disaggregated student data. This will include the use of</p>	<p>All classroom and out of classroom teachers</p>	<p>September,2015-June,2016</p>	<p>Principal, Assistant Principals, external Staff Developers, District Instructional Specialists and Data Specialist</p>

<p>cross curriculum data focusing on overall student improvement. Monthly school-wide inquiry team, teacher teams, and Grade-Level Inquiry Teams will share, review data, student work and continue with the focus of research and data driven planning in order to make informed decisions regarding curriculum. (October 2015-June 2016) . Teachers will use student work and data to focus on how to best implement rigorous</p>			
<p><u>Activity #2: Professional Development</u></p> <p>We will continue to enhance our teacher pedagogy through cycles of targeted professional development and structured inter-visitations. Based on Quality Review feedback, teachers will receive individualized development opportunities within the two main focus areas: multiple entry points/ differentiation and questioning. Teachers will self-reflect on their areas of need and use this to guide their selection of subtopics within the main focus areas. Throughout this process, teacher groups will take an inquiry approach by identifying, implementing, assessing, revising, and sharing (inter-visitation) research based strategies in action. In addition, Teaching Matters coaches will be facilitating professional development in best practices, specifically guided reading for grades K-3.</p>	<p>All classroom and out of classroom teachers</p>	<p>September,2015-June, 2016</p>	<p>Principal, Assistant Principals, external Staff Developers, District Instructional Specialists and Data Specialist</p>

<p>We will continue tiered professional development with our</p>			
<p><u>Activity #3: ADVANCE System (Teacher Effectiveness)</u></p> <p>Classroom, out of classroom, and cluster teachers will continue to differentiate instruction (appropriate challenging tasks) and use scaffolded strategies with targeted groups of students to guide and support student outcomes as measured by the CCLS. Weekly grade team meetings and weekly Inquiry Team meetings will provide teacher’s time to share and review data / student work to help direct instruction . We will continue to provide academic intervention for students on levels 1, 2, and 3. Teachers will have regular conferences with students in order to address their strengths, weaknesses, and next areas of improvement , they will continue to provide structured remedial intervention for at-risk students during the allotted Frozen time period in the daytime. We will continue with assessment protocols and re- distribute to all teachers the first week of school, September, 2015 . Yearlong mentoring will continue to be provided to new teachers to address data collection and analysis expectations . The Principal, Assistant Principals, and Grade Team Leaders will schedule monthly common planning meeting with grade leaders to facilitate planning</p>	<p>All classroom and out of classroom teachers</p>	<p>September,2015-June,2016</p>	<p>Principal, Assistant Principals, external Staff Developers, District Instructional Specialists and Data Specialist</p>

<p>based on results of data collection . The school data specialist will continue to play a major role in developing and maintaining various Excel data spreadsheets , teachers will teach monthly Character Traits (use of Wise Skills program) to support students who need social-emotional comprehension strategies. Students will continue to be placed in strategic groupings through our school-wide academic intervention initiative referred to as “Frozen Time”; after careful analysis of data. This will address all student needs through literacy based on the five pillars of Reading. (SOP 2.2., 2.5)</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Arrangement of common preps built into master schedule • Teacher team discussions regarding assessment • Use of Teacher designed assessments • Instructional Leads collaboration on curriculum mapping • Teacher voting process for designated meeting times • Teacher Interclass visitations and teachers included in walkthroughs • Teacher surveys given at beginning of the year, in order to tier PD opportunities 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st 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 February 2016, there will be a 2 ½ % increase in student achievement as measured by the January CCLS

Aligned Fall Benchmark Assessments.

1. DATA ANALYSIS- Administrators, data specialist, all classroom / out of classroom teachers will continue to monitor student data from various assessments to focus on designing
2. PROFESSIONAL DEVELOPMENT- Administrators will ensure and oversee the provision of multiple and varied professional development opportunities pertinent to the teachers' and students' needs. The Literacy and Math consultants will deliver these workshops as they pertain to the current units of study along with general best practices.
3. ADVANCE- Administrators will continue to be responsible for conducting initial and end of year conferences to formally begin and end the observation cycles throughout the year, using the ADVANCE system to continue to observe growth in Instructional practices throughout the school community. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will continue to work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	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.	E
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.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In order to continue to build Strong Family and Community Ties : The School leadership will continue to bring various resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</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–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.</p>
<p>By June 2016, there will be an 8% increase of parent participation as evidenced by workshop and event sign in sheets.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Activity #1-Parental Involvement and Engagement:</u> In order to promote student achievement through increased parental involvement and engagement, we will utilize student data to identify areas of need. Subsequently, we will use this information to help us determine the best support activities and professional</p>	<p>All Prek-5th grade Parents</p>	<p>September, 2015-June, 2016</p>	<p>Parent Coordinator, Principal, Assistant Principals, Classroom /Cluster Teachers, internal and external Staff Developers, Data Specialist</p>

<p>development to offer parents in order to facilitate their involvement and efforts at home with their children. During Monthly PA meetings and weekly Parent-Engagement Tuesdays, parent conferences, open houses, and recruitment events for Pre-K/Kindergarten, parents will be informed of grade level expectations for each grade through printed guides available in various languages. Additionally, our parent coordinator will facilitate how parents will be able to log into student information through technology workshops in the computer lab in order to access each child's academic/assessment profile. New York City and New York State assessment calendars, monthly curriculum workshops, and monthly newsletters will inform and empower parents to assist their children in becoming college and career ready. Also, parents will be encouraged to become active participants and take on leadership roles through their participation in the School Leadership Team (</p>			
<p><u>Activity #2 Home-School Communication</u> : We will continue to build and 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. Furthermore, parents will be</p>	<p>All PreK-5th grade Parents</p>	<p>September, 2015-June, 2016</p>	<p>Parent Coordinator, Principal, Assistant Principals, Classroom /Cluster Teachers, internal and external Staff Developers, Data Specialist</p>

<p>provided with timely information regarding their child’s individual performance/assessment profiles (i.e. Progress reports in October/January) and other pertinent school information through the use of our schools’ monthly calendar and school messenger phone system . Additionally we will convene an Annual Title I Parent Meeting 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. In order to facilitate our home-school communication efforts, we will uphold the rights of limited English proficient families to receive translated documents and interpretation services. By doing this we can ensure their full participation in their child’s education. (SOP 6.3)</p>			
<p><u>Activity #3 Parent Support:</u> In order to provide parents with multiple opportunities of supports, we will arrange for the following: provide information related to school activities, programs, and meetings in a format and language that parents can understand; arrange for 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; involve parents in the planning process to review, evaluate and improve the existing Title I</p>	<p>All PreK-5th grade Parents</p>	<p>September, 2015-June, 2016</p>	<p>Parent Coordinator, Principal, Assistant Principals, Classroom /Cluster Teachers, internal and external Staff Developers, Data Specialist</p>

programs, Parent Involvement Policy and this Compact; ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year; conduct parent workshops with topics that include: parenting skills, understanding educational accountability e.g.,			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p><u>Activity #1 Parental Involvement and Engagement</u> : The following resources will be used to support this activity: Schedule of parent workshops will be sent to school families in English and Spanish, “JAVA Mondays” discussions with school principal, Distribution of Parent Testing Calendar and reminders when testing is near, Title I parent involvement funding, day and evening workshops to access working parents, Distribution of Principal Report at PA monthly meetings.</p> <p><u>Activity #2 Home-School Communication</u> : The following resources will be used to support this activity: Monthly school calendars distributed announcing important testing information and activities/events, teacher newsletters, School Messenger, an electronic system that calls student’s homes notifying parents of important school dates and activities in both languages. Progress Reports letter sent to the parents, Report Cards, Parent Teacher Conferences, Promotion in Doubt notices and meetings, Learning Leaders parent workshops, and weekly Parent-Engagement Tuesdays.</p> <p><u>Activity #3 Parent Support:</u> The following resources will be used to support this activity: Under Title I the school will coordinate meetings with parents such as, our monthly Parent</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st 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 February, 2016, there will be at least a 4% increase of parent participation as evidenced by workshop and event sign in sheets. The progress, effectiveness and impact of parental involvement and engagement will be evaluated by the noticed increase in parent turn out as quantified by the number of signatures on sign in sheets for events and workshops. However, the greater impact of increased parental involvement and engagement will be evident by measureable gains in student achievement as a direct result of the existing partnership between parents and the school.

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	1. Students who score a Level 1 or 2 on the NYS ELA Exam 2. Struggling readers 3. Students who are on the cusp and scored within the ranges of : 2.46-2.99 on the NYS ELA State Exam 4. ELL students in grades Kdg.-5 th grade	1. Academic Intervention Specialist 2. Reading Intervention 3. ELA Prep Academy After School Intervention 4. Title III After School Intervention program for ELL Students	1. Small Group 2. Individual tutoring is provided 3. Small Group 4. Small Group	1. During the day 2. During the day 3. After School 4. After School
Mathematics	1. Struggling Students 2. Students who are on the cusp and scored within the ranges of : 2.46-2.99 on the NYS Math Exam	1. The AIS Math Teacher provides students targeted academic support by providing differentiated math instruction. 2. Math Prep Academy	1. Small group 2. Small group	1. During the day 2. After School
Science	1. Struggling students in 3 rd , 4 th or 5 th grades	1. Science Intervention	1. Small Group	1. During the day
Social Studies	1. Struggling students in 3 rd , 4 th or 5 th grades	1. Social Studies Intervention	1. Small Group	1. During the day
At-risk services (e.g. provided by the Guidance Counselor,	1. At risk students that need counseling in conflict resolution, character education,	1. Guidance Counselor, School Psychologist, and Social Worker	1. Individual and small groups	1. During the day

<i>School Psychologist, Social Worker, etc.)</i>	therapeutic strategies and social skills building.	provide at risk counseling	2.Pull out or push-in	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <p><u>Recruitment</u></p> <ul style="list-style-type: none"> • Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school. • Our pupil personnel secretary will work closely with our District 7 HR point to ensure that non-HQT meet all required documentation and assessment deadlines. • Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered. • We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers in their area of expertise and licensing. • We will reach out to our District 7 Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community. • We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum. • School leaders, teacher peers, and Mentors support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data. <p><u>Retention, Assignments and Supports</u></p> <ul style="list-style-type: none"> • Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.

- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- Weekly Grade Meetings that provide teacher support through common core aligned curriculum planning, goal setting for teachers and students, shared assessment and the analysis of data...
- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.
- Participate in The ADVANCE-Teacher Effectiveness Program to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.
- Inquiry-Based Structured Professional Collaborations that will strengthen teacher instructional capacity resulting in school-wide instructional coherence and increased student achievement for all learners.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.
- Feedback to teachers accurately captures strengths, challenges and next steps using research-based, common teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers.
- School leaders have a strategic, transparent system for managing professional development and make informed decisions and develop succession plans (assignment, tenure, retention) about teachers, AP's and other staff members that lead to improved student performance.

School leaders consistently communicate high expectations (professionalism, instruction, communication and other elements of the school's common teaching framework) to the entire staff and provide training and have created a culture of mutual accountability for those expectations

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

The Teachers, Professional Development Committee, and Administrative Cabinet will continue to attend Instructional Lead team meetings, weekly grade meetings, and weekly Curriculum Professional Development sessions provided by various sources such as: Our District 7 Instructional Support Specialists, DOE ELL Office, READY GEN, GO MATH, AUSSIE and Math Consultants, etc.. Monthly All these collaborations, will allow us the opportunity to work collaboratively in order to effectively oversee and manage our school's improvement plan.

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.).

In order to help support our students and families transition into our school community we provide our families with "Welcome to Pre-K" sessions, these sessions are given every spring. These sessions are designed to help parents understand how 4 year olds learn, what they learn in pre-k (pre-k common core learning standards), and how to support their children's learning at home. We also provide information about pertinent programs and procedures to help ensure that families are well versed in navigating our school community as well as any items with the NYCDOE. All families receive a monthly newsletter besides our monthly school calendar, giving them important information for the month on all the events and themes for that particular month. Families are encouraged to participate in our various Professional Development sessions provided by our Parent Coordinator, Pre-K family worker, Pre-K Social Worker assigned and various Community Based Organizations. The Principal also provides "Java Mondays" each month, this is a time for parents to get together with the Principal and discuss school-wide programs and initiatives, as well as any issues or concerns that any parent may have. Families are also provided with various monthly family events that take place throughout the year such as: Family Movie Night, Family Math Game Night, Literacy Day, Scrapbooking Saturday, Family Arts Day, Saturday Computer classes and Trips to various city Museums.

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.

At the beginning of every school year (September, 2015), the MOSOL committee comprised of a cross-section of teachers representing all grades and subgroups will meet. Through a unified consensus, we will decide on the multiple assessment measures that will be used throughout the school year 2015-2016 to gauge student progress. In addition, during weekly grade-team and Inquiry team meetings, teachers will continue to analyze data and discuss observations about student work. Through an open-forum, teams make informative decisions regarding appropriate assessments and next steps for student progress. Subsequently, Professional development is provided regarding the use and results of these agreed upon assessments to improve school-wide instruction (READY GEN, GO MATH, Foundations, Wilson, Estrellita, Fountas & Pinnell, Reading Rescue, I-Ready, etc .

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

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

amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	534,436.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	102,990		
Title II, Part A	Federal	169,062.00		
Title III, Part A	Federal	13,984.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,894,694.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Juan Ponce De Leon School**, 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. **The Juan Ponce De Leon School** 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 –Ms. Denise Jourdan 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 Ms. Denise Jourdan, Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Juan Ponce De Leon</u>	DBN: <u>07x161</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>65</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u> </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: Begin description here: This school year, 2014-2015, our intention is to utilize the Title III funds for an after school program that will begin in December, 2014 and end in March, 2015. The after school program will be operational twice a week for a total of twenty-two 1.5 hour sessions. Approximately seventy-five students in grades K to 5 will be invited to receive instruction on Wednesdays and Thursdays from 2:30 p.m. to 4:00 p.m. Instruction will be delivered by 5 Bilingual/ESL teachers in the afterschool program. We will target newly arrived, holdover, potentially holdover students that failed to demonstrate progress and at risk ELL students. Specifically, the subgroups targeted will be newcomers (0-3 years), ELLs with 4 to 6 years, former ELLs (P1 and P2) and ELL/LEP students with an IEP (Individualized Education Plan). The teachers will provide supplementary instruction in English as a Second Language (ESL) to ELL students in grades K-5. This year, instruction for students in grades K-5 will focus on empowering language learners to build English-language proficiency through a highly differentiated and rich instructional program called Language Power. Language Power is a rigorous program that targets instruction by addressing all four language domains. It provides listening and speaking opportunities in every lesson (labeled Talk Time), including structured support for speaking through sentence frames. It allows interaction with texts on a range of topics representing a variety of genres and content areas and provides regular opportunities to write about learning. Students are grouped according to language proficiency levels and grades. ELL's face a unique set of opportunities and challenges in meeting the Common Core State Standards. These standards require all students to develop literacy in the content areas. ELL's also bring other types of assets to their learning that constitute important resources for their success in the classroom, such as first-language knowledge and skills (Fránquiz & Reyes, 1998). These assets can play a part in the success of our students in order to be college and career ready. It will help them to learn and understand other perspectives and cultures.

English learners benefit from a thematic approach to learning (Haas 2000). When students can connect learning to a larger context, it makes the information more meaningful (Haas 2000). Students are able to make connections and see how learning across the curriculum is interrelated. In language, a thematic approach allows English learners to be exposed to the content and academic language connected to the theme. Language Power provides students with, high-interest, level-appropriate text sets, all organized around common curriculum themes. Each book and text card is carefully selected to provide a natural progression in language and learning opportunities. With a thematic approach, English learners have an opportunity to use academic language across the curriculum, and experience the varied contexts in which to use language appropriately. They are asked to use language for similar academic functions, such as description, explanation, compare and contrast, cause and effect, and analysis as they learn content from different disciplines. This gives English learners the chance to use the forms of language necessary to carry out the given task (function). This further provides opportunities for students to use general academic vocabulary to share their learning while developing new content-specific vocabulary, as well. Thematic instruction is an authentic approach to learning as it relates to the real world. Language Power lessons include a specific section for building background knowledge and vocabulary. This section is strategically placed before reading to help students make language and learning relevant and meaningful throughout the lesson. Language Power facilitates comprehensible input by giving students multiple opportunities to see, hear, and interact with vocabulary and language, and through the use of graphic organizers in the Student Guided Practice Book. The program facilitates comprehensible output by giving students opportunities to use language through speaking and writing activities, supported by sentence frames and opportunities for immediate feedback. Language Power

Part B: Direct Instruction Supplemental Program Information

provides students with appropriate support to ensure the successful transfer of language skills from guided practice to independent application. Each lesson follows the I Do, We Do, You Do model with the overall goal of promoting language proficiency

Language Power is differentiated by design (via grade spans and language proficiency levels). Opportunities for differentiation are in each lesson.

- a range of reading levels within each text set
- activities in the Student Guided Practice Book, which can be completed with teacher support, in pairs, _____ or independently
- full-color books with photos and illustrations to support visual learners
- graphic organizers to provide comprehensible input
- sentence frames to scaffold the use of appropriately complex language structures
- instructional activities that address multiple learning modalities
- audio support via the Audio CD
- flexible writing activities
- activities to support fluency
- Family Literacy Activities to enhance language development in the home

We have taken into consideration that some of our ELLs have had limited or interrupted formal education, and that they may lack important academic skills and learning strategies, which are important to high achievement (Genesee, Lindholm-Leary, Saunders, & Christian, 2005). Given these challenges, program focuses on the literacy and language development of ELLs with targeted activities and strategies. The approach of building upon ELLs' existing background knowledge and first language is central to the implementation of these programs.

Given the above-mentioned challenges facing ELLs, Language Power will:

- Capitalize on ELLs' first language knowledge and skills
- Provide essential scaffolding that can be adjusted for ELLs with different levels of English proficiency to help them overcome the challenges of meeting grade-level content and literacy standards in their second language
- Maintain the complexity of the text, so that our ELL students get the full benefit of reading grade-level text
- Build upon students' language proficiency
- Enhance relevant knowledge about literary concepts
- Develop students' reading and writing skills with the goal of helping students meet grade-level standards.

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: _____ It is our intention to provide a total of four hours of professional development during the Title III Program. On December 3rd, teachers will be provided with a 1 hour sessions of professional development focusing on an overview of Language Power. Teachers will have the opportunity to learn the components of the program and its structure. Our Literacy Consultant will provide and model strategies that will enrich learning environments. Teachers will focus on ways they can support students through differentiating the content, process and product. On December 4th, another 1 hour professional development day will allow teachers to take a closer look at the curriculum and create a pacing calendar. Student data will be reviewed and strategic groups will be created to promote language development success. The third day of professional developemnt will take place on

Part C: Professional Development

January 20, 2015 where teachers will evaluate and reassess the program. Teachers will reconvene and discuss ways to improve the delivery of the program. New strategies can be shared and placed for the duration of the program. The final professional development day will be on March 19, 2015. On this day teachers will evaluate the program and its effectiveness by looking at student data collected. A determination of the programs continuation will be made upon the results of the student data.

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: _____ This year, we will provide ESL classes for parents who wish to improve or gain skills in the English language. The teacher will incorporate the use of technology to enhance computer skills so that parents can become knowledgeable with ARIS, how to do research and create resumes. These classes will be on Wednesdays and Thursdays, from 2:30-4:00 pm during the months of January through March. The service provider will be a Bilingual certified teacher that will use strategies that will accommodate the needs of our parents. Some of the proposed topics to be covered will include greetings, asking for directions, basic grammar, calling on the phone, shopping for clothes, telling the date, visiting the doctor, etc. The Language Power program empowers families to support their child's language development through Family Literacy Activities for each lesson and Parent Tip Cards that offer useful tips and engaging activities to build parents' capacity to support literacy and language learning in the home. The Digital Resource CD allows student to take home a printed and replicated copy of each lessons book or text card, as well as Spanish and English versions of the Family Literacy Activities.

The rationale for these classes is due to the fact that we have many immigrant parents that have expressed the desire to learn English. Learning the English language will provide the vehicle for them to be able to fully participate in society including their active participation in their childs schoolwork. The ability to speak English results in good communication. When parents and teachers share information, children learn more and parents and teachers feel more supported. Good communication can help create positive feelings between teachers and parents. Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between home and school helps children learn and succeed. Please note that in order to inform the parents about these classes, letters, flyers (in both languages) will be sent home with students, as well as our school-wide telephone messenger system will remind all families of these opprtunities.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 7	Borough Bronx	School Number 161
School Name Juan Ponce De Leon		

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 Eliamarie Soto	Assistant Principal Ibis Lopez, Barbara Pinos
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Candice Oriero
Teacher/Subject Area Giselle Quinones	Parent Nancy Morrero
Teacher/Subject Area Kissy Garcia-Romero	Parent Coordinator Denise Jourdan
Related-Service Provider Maria Diaz	Borough Field Support Center Staff Member Maurice Loriano
Superintendent Elisa Alvarez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	486	Total number of ELLs	102	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	89	ELL Students with Disabilities	20
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	59			6						0
ENL	30	1	16	7		4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	14	29	10	13	16	7	10	11	6	16	10	18							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>25</u>	Number of students who speak three or more languages: <u>2</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	6	9	4	7	8								0
Chinese														0
Russian														0
Bengali						1								0
Urdu														0
Arabic	1		1	1		2								0
Haitian														0
French		1				1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1			1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	4	0	0	0
4	9	5	1	0	0
5	12	7	1	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	1	2	0	2	0	0	0	0
4	10	1	5	0	1	0	0	0	0
5	6	2	8	3	4	0	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	2	7	3	6	1	0	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	7	15	1	1	12	13	5
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.
 Teachers in grades K-5, use the english and spanish translations of the Fountas & Pinnell Benchmark Assessment System which is a tool to identify the instructional and independent reading levels of all students. It allows teachers to document student progress through one-on-one formative and summative assessments. As an instructional support in their native language, we use The Estrellitas program which provides sequential, cumulative, structured, systematic, and differentiated direct instruction. The assessment components are used to monitor language arts literacy levels and unit assessments to assist teachers as they monitor progress in the spanish language. Data collected from these assessments are used to formulate instructional groups and target individual student needs. The assessment focuses on specific skills that will allow the teacher to formulate reading groups and target specific skills. The data collected allows us to target specific students for our afterschool programs and AIS services.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data states 43% of our ELL population increased from one proficiency level to another. NYSITELL data states there are patterns across performance levels which has demonstrated the need to focus on Reading and Writing for most of our ELL students across the grades. The ability to organize student groups according to proficiency levels has allowed for direct instruction in programs like Imagine Learning and Language Power. These two programs have targeted individual student needs and provide support in their native language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Instructional team review AMAO to identify trends and determine next steps for the bilingual programs. Our school uses the information in the AMAO tools to identify students that are at risk and eligible for intervention and/or afterschool programs. The data provides information on specific subgroups which allows for design of effective instructional programs for targeted instruction. The data reveals that in the last two years our ELL students have made a 43% increase from one level to the next meeting the AMAO #1 student progress in English. This year 18 students performed in the Commanding Level of the NYSESLAT increasing our numbers from the previous year. This has allowed us to meet our AMAO #2 objective as well.
- 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?

PS 161's instructional cabinet and teachers review the item analysis from Schoolnet, teachers need identify the strengths and weaknesses of their class and individual students. Teacher then form strategic groups to address areas of deficiency. The patterns across performance levels and grades determine areas of need and indicate that differentiation is needed in specific areas in order to increase proficiency levels. English Proficient students in the dual language classes are assessed with the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. Our English Proficient students' performance on the ELE has actually surpassed our ELL students' performance. EPs and ELLs performed well on the PET Science assessment. We evaluate the success of our program by a variety of elements. We take all of the following into consideration: teacher- student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics.

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](#).]

Teachers will use screening and formative assessment data to identify students at risk. As students are identified teachers in collaboration with administrators, and ESL teacher will monitor and assess instruction. Data-based decision making for instruction, movement within the multi-level will be made and action plans will be formulated. Students' progress will be monitored in cycles of 6-8 weeks. Teachers will share strategies through collaborative team meetings, student work will be presented, analyzed and next steps are formed during grade-inquiry meetings. Consultants will provide support on differentiation and question and discussion techniques. After the 6-8 week cycles if student has not shown progress, instruction will be modified and differentiated to accommodate students needs.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Students are assessed in their native language and in English. Teachers use data to identify students language of strength and place students in groups. Teachers review and analyze NYSESLAT data with the ESL teacher and Assistant Principal to formulate targeted instruction for all our ELL students. Outside instructional consultants will provide support through grade team planning sessions, inquiry team meetings, professional development sessions and teacher observation feedback Ensuring the right materials and resources in the child's native language.
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?

Our English-proficient students are assessed through the ELE yearly assessments. Grade-teams analyze data with the ESL teacher to make sure adequate and appropriate instructional needs are met and formulate next steps to assure adequate yearly progress. As noted above in the data, the majority of EP students scored within the 51-75 percentile in the Native Language. In addition to, 5 EP students scored within the 76-99 percentile, which continues to show consistent progress. According to our recent school progress report our students scored 47% at a Level 1, a 1% increase from the previous year, 39% are at a Level 2, a 6% decrease, 13% at a Level 3, a 5% increase and a 1% at a Level 4, a 1% decrease.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Administrators, ESL, and inquiry teams hold ongoing instructional conversations with grade teams based on student work, formative and summative data, instructional practices/ESL strategies that evaluate our Dual Language program. According to our recent school progress report our ELL students made a 50% adequate yearly progress. This data demonstrates that our ELL students are out performing our general-ed. and students with special needs population.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The initial identification process of the English Language Learner begins with the parental completion of the Home Language Identification Survey at registration. This survey enables us to determine if a student is eligible for testing (NYSITELL) when the parent indicates that another language other than English is spoken at home. A determination of a home language other than English is

considered when (1) question on the HLIS Part 1: questions 1-4 indicates another language is used by the student and (2) questions on the HLIS Part 1: questions 5-8 indicate the student uses a language other than English. Along with the survey, an interview is conducted with the parent and the student to confirm that another language other than English is spoken at home. An interpreter is provided either by an in house staff member or an over-the-phone translator from the DOE's Translation and Interpretation Unit. The interview is conducted in the language in which the parent prefers. The home language is determined based on the combination of interviews with both the parent and child and the responses of the HLIS. Once a determination is made and the student qualifies to be tested then the NYSITELL and/or Spanish LAB assessment is administered by our ENL certified teacher, Mrs. Myra Santiago. She will then administer the appropriate level of NYSITELL and if necessary the Spanish LAB (only if Spanish was indicated on the HLIS) to the student, within 10 days of admission. The NYSITELL measures language proficiency in English and is used to determine entitlement to ENL services in our ENL /Bilingual programs. The student's NYSITELL score determines whether the student is eligible for bilingual services. They are then placed within that 10 day time frame in a bilingual or ENL program according to parental choice. Mrs. M. Santiago, the ENL teacher, provides the parent notification of their child's eligibility to Bilingual/ENL services with the Entitlement letter for bilingual/ENL placement based on the results of the NYSITELL. This letter also indicates the date of the Parent Orientation session which provides information about our Bilingual/ENL programs. The parents are shown the Parent Orientation video and given the ELL parent brochure along with the Parental Survey and Program Selection form at this meeting. The parent indicates his/her choice for his child's placement in either a Transitional Bilingual, Dual Language or ENL program on the Program Selection form. The ENL teacher also provides the following letters at the beginning of the school year: the Continued Eligibility letter, the Placement letter, the Non-Entitlement letter, and the Non-Entitlement Transition/letter. The Continued Eligibility letter informs parents that as a result of their child's Spring NYSESLAT score he or she remains eligible for a Bilingual or ENL program. The placement letter informs the parent of the child's placement for the entire school year due to the student's ELL status and as per the parent's choice on the Parental Survey and Program Selection form. The Non-Entitlement/Transition letter informs the parent that as a result of the Spring NYSESLAT assessment, his/her child is proficient in English and the child can transition to a monolingual class. The parent is given the opportunity to discuss their child's continued placement in a dual language setting. The NYSESLAT is administered every Spring to all ELL students. The Testing Coordinator and the ENL teacher collaboratively select the testing dates within the appropriate testing period. All ELL students including ELL students with IEP's and Former ELLs are provided the appropriate testing accommodations.

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).

In the case that a newly identified ELL in grades 3 to 9 is suspected to have a gap in education, the SIFE Oral Interview Questionnaire will be administered. If a gap of two or more years is determined, the student will be administered the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction. This assessment will be for those students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish in order to determine SIFE status. The Oral Interview Questionnaire can be used to develop a better understanding of a newcomer ELL (possible SIFE) as it has many questions related to literacy and language practices. For all other languages, we would continue to determine SIFE status using their existing procedures. Student work samples can also be used to make a determination of their language proficiency.

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

If a student has an IEP and a Home Language that is other than English, the first step is for the Language Proficiency Team (LPT) which consist of a school/district administrator, a Special Education teacher and coordinator, an ENL teacher and parent/guardian, to review the evidence of the student's English language development. The LPT will recommend whether or not the student should take the NYSITELL. Students who take the NYSITELL to determine ELL status will continue the Identification Process as with all students. If the LPT does not recommend the student take the NYSITELL, the recommendation is sent to the principal for review. The principal determines whether or not the student should take the NYSITELL. Again, if the student does take the test, then the ELL Identification Process continues as with all students. If the principal determines the student should not take the NYSITELL, then the determination is sent to the superintendent or designee for review. The student's parent or guardian is notified within 3 days of the decision. If the superintendent or designee determines the student should take the NYSITELL then the ELL Identification Process continues as with all students. Upon review, if the superintendent or designee determines the student should not take the NYSITELL, parent/guardian is notified, the ELL identification Process terminates.

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.

After the NYSITELL is administered, the answer sheets are scanned and the RLCB report is generated to see the students' levels of proficiencies. Once the results are determined, the ENL teacher, Mrs. M. Santiago will send home the appropriate letters translated in both English and Spanish with the students.

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).
In addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the bilingual programs, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas, an individual parent meeting will be scheduled to inform them of the new re-identification process. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. A sign in sheet will record attendance and date of meeting.
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.
Once a student is identified as an ELL, a letter of Entitlement is provided in both English and Spanish to the parents with a date and time of a Parent Orientation for New English Language Learners. Ms. Santiago, the ESL teacher along with the Parent Coordinator, Ms. Denise Jourdan provides parents of newcomer ELL's the opportunity to view a Parent Orientation video which explains the three program choices available in NYC Public Schools. The video is provided in the language of their choice so they fully understand the options available to their child.. Mrs. Santiago further explains the programs and answers any questions parents may have. We continue to provide ongoing Parent Orientations whenever new students are registered throughout the year. We also provide a Parent Information sessions for Dual Language Parents during the Fall, Winter and Spring of each year. A Pre-Kindergarten Parent Orientation Session for Parents in the spring is scheduled to recruit new students for the Kindergarten Dual Language classes. Informational letters regarding registration and the available programs we have at our school are sent out to the parents in various languages. We also schedule our automated phone service to send out reminders of upcoming events of workshops or meeting that will assist parents in making educational decisions.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
We provide assistance at each Parent Orientation Session to ensure that forms are returned at that same session. If the Parent Survey and Program Selection form are not returned, Ms. Santiago calls the parent to remind him/her to return the form/forms. Please note that Ms. Santiago informs the parents at the orientation session that if they do not return a form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. However, since we do not have Transitional Bilingual Education classes in our school, the default program is Dual Language. Parents are also informed that they can transfer their child to a school that has a transitional bilingual education class if this is the type of bilingual program that they want for their child. At this point, parents are provided with a District/City-Wide Directory of Bilingual Transitional Programs offered in other Public Schools.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Survey and Program Selection forms are stored in a binder and a checklist of students is generated to ensure that the parents have submitted the form. If a parent has not returned the forms, then a reminder via telephone will be made and assistance in completing the form will be offered and provided by the ENL teacher, Mrs. Santiago. All phone calls, letters and correspondences are sent in both English and Spanish. In some cases when available we send out translated versions to specific families who do not speak Spanish.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the parents have submitted their program choice forms, Mrs. Santiago will generate a placement letter indicating the parent's first choice if available at the school site from their Program Selection Form. If a parent has not submitted their Program choice Form, the default program is ENL. Letters will be sent home with the students in both English and Spanish. Follow up phone calls will be made and logged to ensure receipt of the letter and proper program placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Mrs. Santiago will place all ELL-related documents in the student's cumulative record. These ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. A binder of the HLIS copies and entitlement letters will be kept on file in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In preparation of administering the NYSESLAT, Mrs. Santiago, the ENL teacher, provides a training session with all teachers who will be administering the speaking section. Teachers are provided with sample responses, a CD of exemplars and a scoring rubric. A set of score sheets and student booklets are provided to each proctor. Once the speaking section is completed, Mrs. Santiago proceeds with the preparation of testing sessions 1, 2, and 3. A checklist is created to ensure that all sessions are administered to each ELL student. Students with IEP's that have testing accommodations are grouped according to their modifications. Each proctor is provided

with CD players to administer the listening section if they do not already have one in their rooms. Each session is administered and then several scorers are assigned to score the writing and transfer speaking scores onto the student answer grids.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Upon review of the NYSESLAT scores in the RLAT report of the previous school year, Mrs. Santiago sends out the Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent with the student.
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).

The trend in the past few years has been a 50/50 split for Dual Language and the ENL program. Please note that all parents are provided information and choice options about all three programs at registration by the secretary and at specific meetings throughout the school year. Parents who have requested bilingual programs have also been directed to the website ELLProgramTransfers@schools.nyc.gov for further clarification and procedures. During orientation meeting, parents have been explained that if there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a Transitional Bilingual Program. They are provided with any additional steps needed to accommodate their needs. A record is maintained of those students whose parents requested a Transitional Bilingual Program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

The Freestanding ENL program is a pull-out program that follows the mandated number of minutes allotted to each student by the results of the NYSESLAT. ELL students that are considered Entering and Emerging are allotted 360 minutes a week which total

8x45 minute sessions. Those students who are Transitioning and Expanding warrant 180 minutes per week which total 4x45 minute

sessions. Commanding students are now allotted 90 minutes a week which is 2x45 minute sessions for 2 years. Students are grouped

according to proficiency levels in grade bands of K-2 and 3-5. An ENL program called Language Power, Building Language Proficiency is used to promote English proficiency through the content areas of Social Studies and Science. As a supplemental technology component, a program called Imagine Learning is used for more individual targeted instruction. This program supports

students of many languages and develops an instructional plan according to the results of a diagnostic test.

- b. TBE program. *If applicable.*

Not applicable

- c. DL program. *If applicable.*

The Dual Language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish. The Kindergarten, First and Second, Third, Fourth and Fifth grade teachers follow the alternating language of the day model and

also provide content area instruction in both languages (English and Spanish) to our ELL's and EP's. Fifty percent of ELLS and EP-S

are integrated in one language room to ensure collaboration between English dominant and Spanish English students. Students are

provided language models in the English room and for the Spanish students when in the Spanish room

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)?

Our certified Dual Language and Bilingual Special Education classroom teachers as well as our English as a New Language teachers provide the mandated ENL, NLA and ELA instruction as specified in CR Part 154. The ELL students are provided the appropriate number of minutes in ENL, ELA and Native Language Instruction. Entering and Emerging students receive 360 minutes (8 periods) of ENL instruction per week. Transitioning and Expanding students receive 180 minutes (4 periods) of ENL instruction and 180 minutes (4 periods) of ELA instruction per week. Native language arts is provided for more than the required 300 minutes to 450 minutes per week for Entering and Emerging students. Transitioning, Expanding and Commanding students also receive more than the required 225 minutes per week .

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.

With the implementation of our new Common Core Literacy(READY GEN) and (GO MATH) programs, our school has had to supplement various spanish resources to accommodate our Dual Language Program. Due to the lack of spanish resources, teachers continuously meet to collaborate with each other to identify resources that will help support each programs alignment with the Common Core Learning Standards. Teachers of K-5th grade students, provide various scaffolding and ENL strategies to foster language development. The ELL students are provided the appropriate number of minutes in ENL, ELA and Native Language Arts instruction. Native Language Arts is provided for more than the required 300 minutes to 450 minutes per week for Entering and Emerging. Transitioning, Expanding and Commanding students also receive more than the required 225 minutes per week . The Dual Language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish in all content areas. The kindergarten, first, second, third, fourth and fifth grade teachers follow the alternating language of the day model and also provide content area instruction in both languages (English and Spanish) to our ELL's and EP's. Content areas are supported with various native language materials like guided reading and anchor text. The ENL program uses a program titled Language Power which is a language development progam that groups students according to their language proficiency . The content areas of Social Studies and Science support the vocabulary, reading and writing standards for English Language Learners.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students in the dual language classes are assessed with the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. We evaluate their native language through a variety of elements. We take all of the following into consideration: teacher- student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics in order to ensure that our students are making adequate yearly progress in their native language. The Spanish version of the Fontas and Pinnell as well as a diagnostic and progress monitoring tool such as EasyCBM is used to assess students progress in their native language. We also use pre and post test in math to support direct instructional needs in spanish.

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

English acquisition in all 4 modalities throughout the year is evaluated via periodic formative assessments and progress monitoring. Imagine learning is a technology program which evaluates every student in each of the modalities. The program requires the student to take an initial diagnostic test and from their results, students are then assigned to specific tasks that will provide dirent instruction to the areas of need. Teachers are provided with resources that will summarize and group students for specidfic skills they are deficient in. In the program, Language Power, students are assessed at the end of each theme in all modalities to ensure that all language and content objectives have been met. The program ensures that all modalities are addressed and incorporated into every lesson.

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

SIFE students will be provided with academic intervention according to their specific needs. Academic Intervention programs include extended day, after school programs, and ELA/MATH academy. Students will utilize the Imagine Learning internet based program which provides targeted first-language support for English learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology.

b. Describe you plan for ELL's in US schools less than three years (newcomers).

Additionally, because NCLB now requires ELA testing for ELL's after one year, specify your instructional plan for these ELL's. Students in the Dual Language classes who have less than 3 years (newcomers) are provided alternate day instruction in English and Spanish. Research has shown that students show more progress when the Native language is utilized for instruction and strengthening the native language accelerates English language acquisition. Appropriate ENL strategies such as TPR,

visuals and realia are utilized to motivate and engage ELL newcomers. They are also invited to attend our Title III afterschool program.

c. Describe your plan for ELL's receiving service 4 to 6 years.

Students who have completed 4 to 6 years are invited to our Title III Afterschool Academy where they will receive additional instruction in English as A New Language, English Language Arts, and Native Language Instruction. At risk ELL's that have received 4 to 6 years of service are also provided with pull-out math and reading intervention by our intervention teachers.

d. Describe your plan for long-term ELLs (completed 6+ years)

At this time, although we do not have any Long-Term ELLs, we would mandate them to attend ELA/Math Afterschool Academy. They would also be invited and encouraged to attend our Title III Afterschool Academy where they would receive additional instruction in English as a New Language, English Language Arts, and Native Language Instruction. They would also be entitled to pull-out writing and math academic intervention services during the day.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient)

Our Former-ELL students will continue to receive ENL services of 90 minutes a week and testing accommodations for the next two year. As part of our ongoing support through, we will provide services such as: Academic Intervention programs which include AIS for Math, RTI, Title III After School Programs, and ELA/MATH Prep Academy. Students will utilize the Imagine Learning internet based program which provides targeted first-language support for English Language learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology.

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

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

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

Teachers of ELL-SWDs provide the following instructional strategies to scaffold and provide access to academic content areas and accelerate English language development: activation of prior knowledge, learning center activities, computer assisted technology, critical thinking skills, drama, extended day tutoring, flexible skill grouping, graphic organizers/thinking maps, hands on instruction, guided reading, integration of oral and written instruction, modification of text or curriculum oral strategies, questioning techniques, reading strategies, small group instruction, spelling strategies, test-taking strategies, TPR, tutor/peer buddy, use of visuals and writing strategies. Teachers of ELL-SWDs use supplemental leveled readers, Words Their Way is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills. The native language is also utilized in bilingual/dual language.

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

Our school uses the following instructional flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment: SETSS, ICT program, flexible skill grouping, task modifications, differentiated tools/tasks, technology programs, among others. Furthermore, to assure that our ELL-SWDs are placed in the appropriate program that promotes English proficiency and the achievement of IEP goals in the least restrictive environment, the child's ability to communicate and process information in his/her native language is assessed. Then the child's academic level and ability to learn is assessed. The results from the assessments determine the type of program that the child will be placed in. Currently, we provide SETSS, ICT, Flexible schedule, and Self-Contained for our ELL-SWD. Students that demonstrate to be accelerated in a particular subject can participate in a mainstream classroom for that subject and in a smaller class for subjects that appear to be more challenging for the student. This assures that the child is progressing as he/she receives the support needed. In addition, ELL-SWD the following modifications for assessments as indicated in their IEP: separate location, double time, extended time, and scribing if applicable.

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.

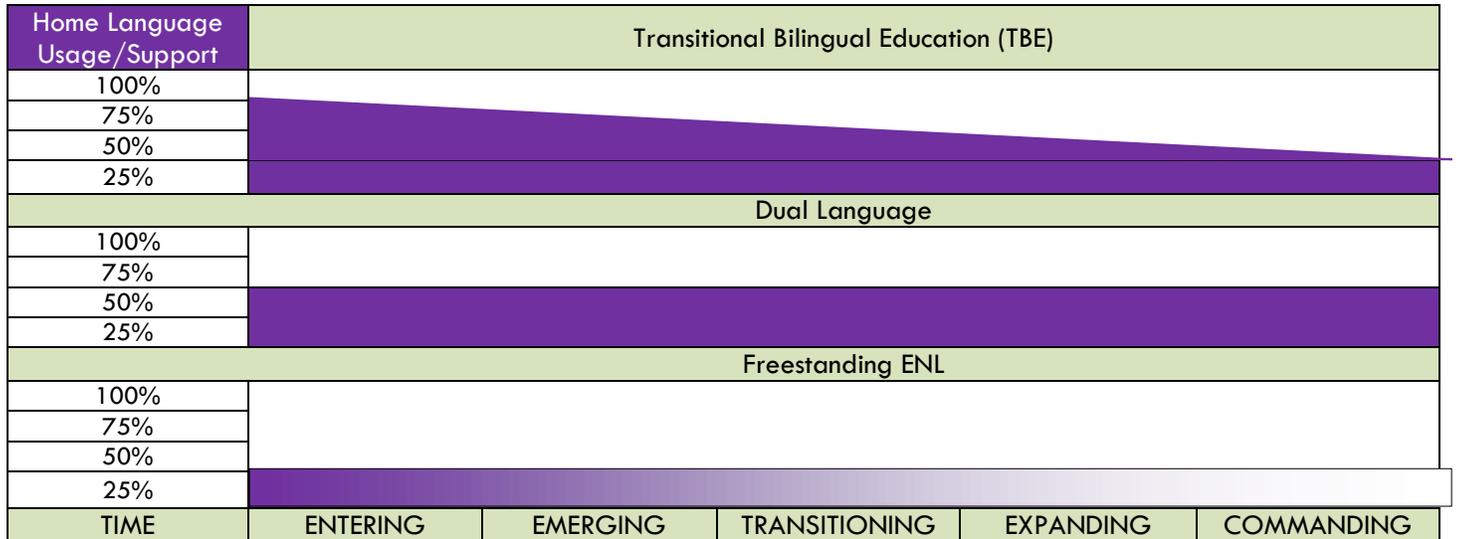


*Note “other approved services” does not apply to New York City at this time.

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. Our AIS Math Teacher provides targeted instruction to those students that are either referred by the teacher or who scored proficiency levels 1 and 2 on the NY State Math test. In addition we offer Math RTI for 35 minutes per day. Our Reading Rescue program provides intervention to struggling readers with Fontas and Pinnell levels A-L. For approximately 35 minutes per day, our struggling ELL readers receive one to one reading instruction. Our ELA/Math Academy provides targeted instruction in English Language Arts and Math to ELL's in grades 3, 4 & 5. We provide a Title III Afterschool Academy that targets all levels of English Language Proficiency levels of Entering, Emerging, Transitioning, Expanding and Commanding. Imagine Learning is a source of technological intervention where native language support is provided in many languages while reinforcing English Language Development in grades K-5. Social Studies and Science Teachers provide scaffolded instruction, differentiated materials and tasks to assure that ELL students are meeting the content and language objectives of the lesson.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. According to the last two years of NYSESLAT data, all ELL students have made gains from one level of proficiency to the next. As a whole, 43% of all ELL's increased from one level to another, 8% decreased in proficiency levels and 49% have remained the same. The current pull-out model for ENL instruction provides content area instruction in science, and social studies via a thematic approach through the Language Power program. This recommended approach (ESL through thematic units) has proven to be effective for ELL's in the acquisition of the second language, English. Students learn language through repeated exposure and interaction. Teachers and classroom resources model language structures. ESL classes that who take a thematic approach ensure that language structures and vocabulary are recycled in all content areas. End of unit assesemnts are administered to ensure all students have mastered both the language and content objectives of the Social Studies or Science theme. Language is made comprehensible by multiple exposures to the same language in different contexts. Dual language students also receive content area instruction in both the native and English language on an alternating day basis. Content area instruction in the native language strengthens the ELL student's native language skills which facilitate transfer to the English language while exposing students to world cultures, geography and hands-on science experiments. In Math, students are provided with Spanish translation both in their Go Math core curriculum and state test. Accoriding to our math scores, ELL students in grade 3-5 have made a 17% increase in proficiency levels 2-4. All teachers are informed of who their ELL students are and what their performance levels are in all the state exams they have taken. Reports such as the RLAT is provided where the teacher can review how they scored in all modalities. This will help target insltruction to strengthen the areas of weakness.
12. What new programs or improvements will be considered for the upcoming school year? This year, our RTI program will continue to provide our ELLs the extra assistance they need to acquire the English language during a daily 35 minute period in the morning. We will set high but reasonable instructional expectations that provide ongoing instructional support to ensure that expectations are met. In addition, the Reading Rescue program, an early one on one tutoring program will continue to primarily provide Reading intervention to our struggling readers in grades K-5.
13. What programs/services for ELLs will be discontinued and why? We do not anticipate any program or service changes.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. P.S. 161 provides all of our students including the ELL population an equal opportunity to participate in all school activities both during and after school. Parents are informed and invited via letters sent home in both English and Spanish. The school currently has a sports program called Asphalt Green, the ELA and Math Academy for our students in grades 3-5, Title III Afterschool for all grades as well and a Reading intervention program to begin in December called Project Read for first grade students. In each of the programs we provide, student data is collected and reviewed. Data includes formal and informal, state exams, baselines and benchmarks and teacher recommendations. Every student including ELL's are supported in the areas of need and are placed in the program that will address their weakness. They also participate in our swim program, basketball and track teams as well.
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. As part of our ELL support, we incorporate an ENL program called Language Power that empowers language learners to build English-language proficiency with this highly differentiated and rich instructional resource. Each kit is seperated by grade bands K-2, 3-5 and proficiency levels (Begginer, Intermediate and Advance). The content covers an array of social studeis and science themes with a leveled range of books and provides rigorous instruction in the four language domains. Our Ready Gen program along with supplimental spanish leveled readers provides an intensive oral vocabulary instruction for children with limited vocabulary in Grades K through 5, to further support our English Language Learners in DL/ESL/Bilingual Special Education/Special Education classrooms. The FOSS Science program provides booklets and manipulative to provide hands-on experiences for our ELLs. We also have purchased a plethora of books and materials from the following companies in the past and teachers continue to utilize them in the Dual Language/Bilingual Special Education/ESL classroom: Lectorum, Benchmark Education, Flame, Rigby, Santillana, National Geographic, Bebop, Hampton Brown, Attanasio and Associates, Leap Frog Schoolhouse to supplement English

and native language literacy instruction.

Our school librarian will continue to place orders for Spanish books to expand our Spanish section in the library. We purchased Time content area kits in Spanish and English for the third, fourth and fifth grade dual language classes. Alfa-Rimas was also purchased in the past for the kindergarten Spanish dual language class and the first/second grade bilingual special education class.

Imagine Learning is a technology software that focuses on basic vocabulary, academic language, and grammar. It is a key component of our ELL support. It provides targeted instruction for each student as it monitors strengths and weakness. Students are supported with language support and work at their own pace. We also purchased Spanish library books and English Picture Dictionaries from Book Source and Pearson Longman. And as mentioned previously, we will also provide support and motivate our students with the use of technology: computers in the classroom, iPods, flip cameras, and iPads.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the Dual Language program, Native language instruction in reading and in the content areas is provided on an alternating day basis. Native language books are provided as a support in the ENL classroom along with the support of a targeted ELL program Language Power that focuses on all four modalities.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Selected ELLs in Kdg.-5th grades will receive AIS in the areas of Reading, during the day three times per week for a 6-8 week cycle if the students require these services. Students in grades 3, 4, and 5 participate in an ELA/MATH afterschool program twice a week for ten to twelve weeks.

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).

As a form of support to our new ELL's, resources in their native language of places to visit, support services in the community they can get some additional support from and educational resources that will assist in the transition of learning a new language will be provided as an ongoing trend throughout their stay at our school. School counselors will provide transitional service sessions that will help students who might be having difficulty adjusting as well as support for the family. An activity that new ELL's are provided with is to assign them a classroom buddy to assist them as they adjust to classroom routines and assignments. Clusters and out of classroom teachers provide a modified English curriculum and utilize the classroom buddy to assist him/her while in the cluster classroom.

19. What language electives are offered to ELLs?

This does not apply to our school.

20. For schools with dual language programs:

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

a. We have self-contained dual language classes in kindergarten, grades one, two, three, four and five. Fifty percent of the time is spent in the target language for ELLs and EPs in each grade.

b. The core content is taught in English and Spanish.

c. Language is taught on an alternating day basis.

d. Both languages are taught simultaneously.

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.)
This year professional development topics for ELL personnel are the following: Monitoring of students Understanding, Activities and Assignments-Rigor/Differentiation, Learning Modalities-Instructional Materials and resources for ELLs, Quality of questions and prompts, Discussion techniques for ELLs, and Student Participation. Professional development teams meet in cycles of six weeks. During the six week cycle, teachers research, implement, collect data, analyze, and reflect on the strategies and techniques learned about one of the topics mentioned above. Once teachers have concluded one cycle, they may start another six week cycle on a different topic. These topics aim to improve the teachers ability to teach ELLs in all subjects. We will target skill that will deepen the students understanding of questions and responses. The use of multiple entry points will also be an area of focus to be able to target ELLs, and SWD/ELLs . Also teachers, will participate in various professional development sessions provided by the DOE ELLs program.
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?
Our outside consultants who focus on Literacy and Math sessions aligned to the Common Core Learning Standards. Our consultants provide sessions on unpacking the CCLS in Math and ELA. Teachers analyze the CCLS and how it is implemented in their lessons. They generate unit plans aligned to the CCLS in ELA, Math, and content areas. Teachers will attend professional development sessions provided by the DOE ELLs program.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school Guidance Counselor arranges middle school visit tours that provide information to the students and parents about their prospective schools. These visits assist students and parents in selecting the school of their choice. Parents are provided a middle school workshop where information and assistance is provided in both languages. School personnel, administration and teachers also facilitate assistance to parents and students whenever questions arise about the application process or their prospective schools. ELL students that are making the transition from fifth grade to middle school will preview the middle school experience by either middle school representatives visiting our school or ELL student's visits with their class and teacher to prospective middle schools. Students are exposed to special programs that are provided within the particular middle school. Parents are provided assistance in completing the middle school application in a timely manner at a workshop provided by school personnel or on a daily basis. The Guidance Counselors receive out of building Professional Development to keep them updated on any new protocols or changes in the system. They are provided with ways to ensure a seamless transition and are always available to provide assistance. Translation is provided for those parents who do not understand the English language by using our in house staff or the DOE Translation and Interpretation Unit.
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.
Every Monday, the school provides Professional Development dedicated to enhance teacher pedagogy. Through discussions that target but are not limited to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Teachers within the school community attend workshops and turnkey the content they learned. Topics like the use of Technology, Differentiation, Scaffolding and teachers practices have been several topics addressed thus far. Furthermore, Dual Language teachers and Special Education Teacher receive one common preparation period per week to plan and discuss strategies and techniques specific to ELLs and SWDs . Agendas , handouts, and sign in sheets are collected at each professional development session/meeting and kept in the ELL PD binder by the PD team. Also teachers, will participate in various professional development sessions provided by the DOE ELLs program.

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?

On Tuesdays, time is allotted for teachers to meet with parents to discuss student progress and concerns. This would be the best time to schedule the annual individual meetings. Teachers will telephone parents and make arrangements to fit both their needs if this day will not work. Translation is provided either by a staff member or the DOE's Translation and Interpretation Unit.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school offers orientation meetings, ongoing support and educational programs for our parents. We provide ongoing Parent Orientation meetings for parents of ELLs as per CR part 154. We also facilitate workshops on a variety of topics from asthma to heart disease to how to prepare children for the state/city tests. A "get acquainted breakfast" and an Open House in the fall and spring provide parents the opportunity to meet other parents, school personnel and to obtain information regarding workshops and programs offered in our school. We offer computer classes for parents, so that our parents can further assist their children as well as further their own education along with ENL classes via the Rosetta Stone Program. School letters, flyers and calendars sent home are always written in both languages: English and Spanish. Translation is consistently provided at parent meetings, workshops and in the main office, as needed. The Principal also has Java Mondays, where parents are welcome to have a session where concerns, upcoming events and/or projects are discussed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The PS 161 Parent Coordinator, the Testing Coordinator, and outside agencies (i.e. Cornell University, and Boricua College) have facilitated a variety of workshops with translations provided to all (this includes ELL parents) our parents. Some examples of the workshop topics are as follows: Asthma, Healthy Homes, Halloween Arts & Crafts, Nutrition, Domestic Violence, Fire Safety, Parent Involvement in the Dual Language Classroom, Preparing Your Child for NYS Assessments, etc. As you can see the parental involvement activities address the needs of the parents because they are providing information that parents require for their knowledge as well as for their use in their children's education.
5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents by listening to the parent's requests and concerns during workshops and during school visits. We will also provide a needs assessment survey to determine what are the areas that parents are interested in, so that we can target those areas via informative workshops. The Parent Coordinator schedules monthly Saturday trips for parents and their children to museums and cultural events. In addition, all parents are invited to assembly programs (including cultural events and special performances by theatre companies), the Perfect Attendance Breakfast, the Scholastic Book Fair and the PS 161 Science Fair. Translation is provided by in house staff members or by using the DOE's Translation and Interpretation Unit.

6. How do your parental involvement activities address the needs of the parents? The parental involvement activities that take place to address parents needs are the following: Parent workshops on topics such as but not limited to, resume, job search, nutrition, asthma, heart disease, support children at home with homework, among others. Furthermore, we also provide Rosetta Stone access, ESL and computer classes for parents. Parents volunteer assisting teachers in the classroom, decorating for cultural events, participate on field trips, and executing fundraising activities. Our parent coordinator plans parent workshops, coordinates family night and Saturday family field trips. Furthermore, our parent coordinator helps maintain the lines of communication open between parents and the 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: **Juan Ponce De Leon**

School DBN: **07x161**

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)
Eliamarie Soto	Principal		1/1/01
Ibis Lopez	Assistant Principal		1/1/01
Denise Jourdan	Parent Coordinator		1/1/01
Myra Santiago	ENL/Bilingual Teacher		1/1/01
Nancy Morrero	Parent		1/1/01
Luisa Taveras	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Candice Oriero	School Counselor		1/1/01
Elisa Alvarez	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 07x161 School Name: Juan Ponce De Leon
Superintendent: Elisa Alvarez

Before you begin, please check the following:

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

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

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

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

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

Translation needs are discussed within the School Leadership Meetings and Parent Association Meetings. We also refer to the parent language surveys to inform us of our translation needs so we can better provide support. Surveys are also used to help us assess our translation needs. The use of ATS reports like the RAPL and frequently updated Blue Emergency Cards will assist in determining parents preferred language. Teachers will be provided with their class list where they can update what the parents language of preference both oral and written is during conferences and Tuesday, parent outreach days.

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

English, Spanish, French, Fulani, Mandigo, Arabic, Bengali,

Part B: Creating a Communications Calendar

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

School generated documents are sent out in the two primary languages (English and Spanish) representative of our population. School staff, such as the school secretary, the assistant principals, principal, family worker, and teachers will take turns translating letters to be sent home. Teachers will submit parent letters to be translated, these letters will first be reviewed and approved by administrators and then are passed on to one of the identified staff members that will handle the translation. This process will take no more than forty eight hours. These staff members will also translate any key information distributed at the monthly parent development workshops. The parent handbook is reviewed, updated and translated yearly. School calendars and grade specific newsletters are translated and sent to parents on a monthly basis. Parent-teacher conference announcements are translated and are distributed to parents during the month of September for "Meet the Teacher Night", November for the first PTC, March for the second PTC, and May for the summative PTC. Moreover, notices about afterschool information, test-taking tips, and NYS testing dates are also translated. When parents have an initial, annual, or tri-annual IEP meeting, reports and IEP are translated at the request of the parent.

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.

Throughout the year, the school encounters meetings where parents for a variety of reasons like parent teacher conferences, family nights, award ceremonies, concerts or events and individual parent meetings. these events may take several times a month thoroughout the school year. Some more inflormal instances might be a parent call home from a teacher or guidance counselor, an attendance teachers regarding an absence or lateness or a parent that needs translation for a concern. These informal interactions occur more on a daily basis.

Part C: Providing Language Assistance Services

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

The school meets the translation needs by using in house school staff to translate oral and written .For documents that need to be translated in any other language not available by the DOE, we use the Translation & Interpretation Unit. We also use the company The Big Word for oral translation of student interpretation needs.

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

The school meets the interpretation needs with in house staff for Spanish translation during our parent meetings, Parent Association meetings, Parent workshops and the translation of the school calendars that are sent home. All memos from the school are sent out in English/Spanish. Personnel have been identified for oral and written translation. The parent coordinator also assures that parents' translation needs are met. For languages that are not available by the staff, we will use the over the phone translation services or the use of a vendor if time permits.

Part D: Training Staff on Policies and Procedures

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

During professional development sessions, discussions about protocols and available services will be discussed with staff members so they have an understanding of the support services available. During these meeting discussions about English Language Learner parental supports and protocols regarding the need of translation services will be described. All Language and Translation Materials will be provided to all staff and centrally located in the Parent Coordinators room for accessibility.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Through the Parents' Association, Parent Coordinator, and school staff members, translation information and interpretation services will be disseminated to any and all parents who require interpretation. During orientations and/or open houses, parents are informed of their rights to request a translator or get translated services in order to communicate effectively with any members of the Department. They are provided information in the language of preference that is indicated in their child's biographical. All school related postings will be available in the covered languages as per the regulations. The Parent Coordinator will assure that all information is displayed in its proper form and that parents are aware of their rights. The Parent Association and the Parent Coordinator assure the communication between school and home is timely and explicit. The school Counselors discuss with students key details of the Disciplinary Handbook and Parent/Student Contracts which are translated for parents to understand before they are sent home. Parents are provided with their Parents' Bill of Rights and Responsibilities to assure that they are aware of their rights. They are to sign the contract and return it to the classroom

teacher. If there are any questions, students are encouraged to have their parents come in and seek clarification.

Language and Translation Services materials will be available at the Parent Coordinators room and posters indicating contact personnel is indicated on the posters that greet parents as they enter the building.

Part F: Monitoring and Quality Control

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

During information sessions and parent workshops, parents will be given a needs analysis survey that will give us a better understanding on how we can assist them. An exit slip describing the benefits from a given parent workshop will also guide our focus of what they need. Creating a relationship with our parents where they feel welcome to express concerns and achievements.