



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **07X179**

School Name: **P.S. 179**

Principal: **SHERRY FONT WILLIAMS**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The School of International Cultures School Number (DBN): 07x179
PreK- 5
Grades Served: _____
School Address: 468 East 140th Street, Bronx, NY 10454
718-292-2237 Phone Number: _____ Fax: 718-292-3623
School Contact Person: Sherry Font-Williams Email Address: swillia4@schools.nyc.gov
Principal: Sherry Font-Williams
Angelina Gonzalez
UFT Chapter Leader: _____
Luis Poveda
Parents' Association President: _____
Angelina Gonzalez
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 07 Superintendent: Elisa Alvarez
501 Courtlandt Ave
Superintendent's Office Address: _____
EAlvarez2@schools.nyc.gov
Superintendent's Email Address: _____
718-742-6500
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
1230 Zerega Avenue Bronx NY
Director's Office Address: _____
Director's Email Address: _____

Phone Number: 718-741-8895 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sherry Font-Williams	*Principal or Designee	
Angelina Gonzalez	*UFT Chapter Leader or Designee	
Luis Poveda	*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	
J. Roper	Member/UFT	
C. Kennedy	Member/UFT	
A. Blanc	Member/UFT	
Maylene Hernandez	Member/PA	
Patricia Hernandez	Member/PA	
Nakisha Encarnacion	Member/PA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Precil Garcia	Member/PA	
	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.

PS179's vision and mission statements are:

Vision

We envision our school as a community where all who enter are actively involved in the learning process. All are focused on providing the students with the instructional tools needed to be successful, caring, responsible and active members of society. All students will develop higher order thinking skills, which will allow them to communicate in the written and spoken word.

Mission

Our mission is to provide a supportive community for learning that emphasizes a thinking curriculum; a standards-based instructional program, supported by concerned parents and dedicated teachers, in a safe environment that provides the academic, social, and creative skills needed to prepare our students for success in a technologically oriented society. The school must focus on results and students must aim for mastery. The school must reward student success and remedy student failure. Parents and community are integral partners with teachers in the education of children.

In order to attain our vision and mission we have partnered with several key organizations that align themselves with our goals. We collaborate with many different partners in order to ensure that all of our students' needs are met. We work with the READ ALLIANCE program through an ASTOR Grant that work grades K-2 afterschool to provide additional literacy support to our struggling readers, Doing Art Together which work with our K-5 classes to integrate STEM into art, Education Thru Music which allows all of our students to participate in music class as well as a Select Choir , Eastside House Afterschool program which provides afterschool care and academic support to students in grades K-5, and the United Way which provides support for teachers, instructional leaders, students and parents to ensure that all stake holders in the community are a part of the learning.

Our school strengths and accomplishments is the ability for teachers to plan collaboratively and the staffs' willingness to learn from each other. This planning has helped the teachers to strategically plan for all learners including ELLs and students with disabilities. School began to focus more on Professional Development aligned to the Common Core and to look in depth at how to add academic rigor to our daily instruction. We monitored and focused on questioning techniques that helped to make students more independent thinkers. Last school year (2013- 2014)we saw a 5.3% increase in students scoring a level 3 or 4 on the state ELA exam and 9.6% increase in students scoring a level3 or 4 on the state wide math exam.

Our biggest challenge is to constantly meet the needs of our diverse population. We currently have 386 students. 21% of our student population has an IEP which require additional support and resources. 115 of our students are identified English Language Learners which also requires additional resources in order to assist them in acquiring their second language .

Over the past two years we have made our AYP in all categories and subgroups. On our 2014-2015 Quality Review, we acquired Proficient in all indicators. We must continue to focus on instruction, professional learning and parent engagement so that we can continue progressing academically and socially as a school community. Although we

received a proficient, indicator 2.2 it was designated as an area of focus. Although area 4.2 is an area of celebration, as a school community we believe this is an area that we need to continuously strengthen.

07X179 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	395	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	90.0%	% Attendance Rate		90.3%	
% Free Lunch	91.7%	% Reduced Lunch		2.9%	
% Limited English Proficient	28.4%	% Students with Disabilities		25.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		16.1%	
% Hispanic or Latino	80.5%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	0.3%	% Multi-Racial		2.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.36	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	18.3%	Mathematics Performance at levels 3 & 4		23.9%	
Science Performance at levels 3 & 4 (4th Grade)	79.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<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
Part 1b. Needs/Areas for Improvement:		
<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. 		
Based on this year’s Principal’s Performance Review recommendations and this year’s Quality Review, as a school we decided to continue to work on tenet 3.2. As a school, we must look at all content areas and ensure that they are all aligned with the CCLS .		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 4 th -5 th grade students will demonstrate progress towards achieving state standards as measured by 5% increase in students scoring at levels 3 & 4 on the NYS exams and K-3 progressing 3 to 5 reading levels as demonstrated by Fountas and Pinell benchmark literacy system with a focus on the non fiction text.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Continue an After school read program (READ ALLIANCE) for all at risk kindergarten –second grade students 	K-2 at risk students in literacy, including ELLs and SWDs	1/16- 6/16	Assistant Principal Principal
Second-fifth grade Saturday Academy for all students including ELLs and SWDs	Second – Fifth grade students	10/15- 4/16	Principal
<ul style="list-style-type: none"> • Title III afterschool Program for 2-5th ELLs 	Students who score Emergent and Early Emergent on the NYSESLAT exam ELLs 11/14 – 1/15	10/15- 12/15	ESL Teacher, Assistant Principal

Title III Saturday program for all ELLs in grades 2-5	All ELL students grades 2-5	10/15 -4/16	Principal
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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.											
Materials for the Saturday program, Materials for parent engagement. Materials for ELL Title III program. Per session for teachers and educational assistants. Per session for administrator to oversee programs and secretary to input payroll. Per session needed for teachers, paras, secretary and administrator to work the program. School building will be open from 8 a.m.-1p.m. on Saturdays.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		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	X	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, 75% of all students will have demonstrated progress as measured by increased levels on the Fountas and Pinell leveling system We will monitor student progress and track gains by the collection of school wide data sheets and information posted in SKEDULA (computer based data collection)program. The baseline data will be collected in October. We will assess and monitor progress in, January and March. We will compare baseline data ton final data that is collected in May											
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- 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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

Based on last year’s Principal’s Performance Review and this year’s Quality Review the school was rated effective in Tenet number 5. In order to support and sustain student social and emotional developmental health and academic success, we as a school decided to work on 5.2. We looked at attendance data(chronically absent, SWDs) against academic data

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, 100% of identified at risk students will receive counseling and adjusting services provided by the Tile I Social Worker this includes our students in temporary housing and our identified chronically absent students.

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>
<ul style="list-style-type: none"> • All new admits to the school, at risk students and overage students meet with the Title I School social worker to help with emotional and social issues. Including all shelter children and their parents. 	<p>New Admits, overage students, emotionally at-risk students</p> <p>Shelter children</p>	<p>9/16- 6/16</p>	<p>School Social worker, Principal, Guidance Counselor, CBO</p>
<ul style="list-style-type: none"> • Attendance Team analyze data on our chronically absent students in order to develop a plan to assist students and parents with 	<p>All chronically absent students including SWDs and ELLs</p>	<p>6/15 -6/16</p>	<p>School Social worker, Guidance Counselor, Pupil Accounting Secretary, CBO, Parent Coordinator, School Nurse Principal</p>

their academic and social and emotional needs			
<ul style="list-style-type: none"> Workshops are provided by School Social Worker and Community Based Organization (Eastside House and United Way), Parent Coordinator on topics such as “Welcome Back to School”, “Stress Management”, “Different ways to Discipline Your Child”, “You are Your Child’s First Teacher” 	All parents	9/15-6/16	School Social worker, United Way, Eastside House, Parent Coordinator, Principal, Learning Leaders
<ul style="list-style-type: none"> Integrate the Values of the Month Program and Character Education Program into the classrooms and <p>Family activities such as Father’s Bring Your Child to School, Recreation Night, Movie Night, Family Day, School wide Field Day Pledge which incorporates the 4 R’s-Responsibility, Respect, Readiness and Request (help when needed)</p>	All students	9/15 -6/16	School Social Worker, CBO, Parent Coordinator Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Attendance Team, which consists of our Schoolwide Social Worker, School Nurse, Parent Coordinator, Pupil Accounting Secretary and CBO partner, (Eastside House) money for incentives, per session for after school activities, food for parent workshops, trips for students and parents, expanded day program for identifies students.											
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	X	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.
<ul style="list-style-type: none"> By August 2015, all chronically absent students will be identified.

- September 2015 all parents of chronically absent students and students will be invited to a "kick off" event that provides parents with the information needed to help them understand the importance of regular attendance and well as outline the supports that are available in the school.

- August 2015, all at risk students will be given an afterschool application for Eastside House

Identified at risk students will received counseling by the School Social Worker

- Student attendance rates will be monitored, and compared to the previous year in November, Januaury, March and May.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<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.	E
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.	E
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
Part 1b. Needs/Areas for Improvement:		
<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. 		
Based on 2013-2014 Principal’s Performance Review and Priority and Focus School Recommendations, the school was rated developing in 4.2. On our 2014- 2015 Quality Review, 4.2 was sited as an area to celebrate. In order to deepen the learning of all and ensure that teachers understand how to have all students access information we will continue to work on Tenets 4.2 and 4.5.		

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 100% of teachers will participate in weekly teacher team meetings focused on looking at student work, goal-setting, and data analysis for all students including English Language Learners and Students with Disabilities . They will do this within grades and across grades.

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>
<ul style="list-style-type: none"> • Grade level teams including clusters, will continue to develop common core aligned units of study that incorporates opportunities for students to conduct research and use supporting evidence to form an opinion and defend it with a concentration on non fiction text. 	<p>All teachers</p>	<p>8/15- 6/16</p>	<p>Teachers, Assistant Principal, Principal</p>
<ul style="list-style-type: none"> • Teachers will meet weekly in grade level teams to develop rubrics, teaching points and units of study, to support students' individualized needs based 	<p>All Teachers</p>	<p>9/15-6/16</p>	<p>Teachers, Assistant Principal, Principal</p>

on data that is collected during the week.			
<ul style="list-style-type: none"> Teachers will continue to receive professional development on how to use assessment results in order to plan their instruction. The professional development will be given in a variety of ways: one to one coaching, labsites, inter-visitations, group planning, one to one planning and whole group workshops 	All teachers	9/15- 6/16	Teacher Leaders, Teacher Development Coach, Generation Ready Coach, Assistant Principal, Principal
<ul style="list-style-type: none"> Teachers will receive professional development on how to improve the feedback given to students as described in the rubrics and how to have students create common core aligned rubrics in order to increase the levels of threes and fours 	All teachers	9/15-6/16	Teacher Leaders, Teacher Development Coach, Generation Ready, Assistant Principal, Principal

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.											
Principal, Assistant Principal, Teacher Development Coach, Generation Ready, Teacher Leaders. Teacher Leaders will be given additional time during the day and after school to plan for professional development. Books will be ordered to assist with the professional Learning community. Weekly Common planning (6 th prep) will be re implemented into the schedule.											
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	X	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 November 2015, 100% of teachers will have participated in weekly teacher team meetings focused on looking at student work, goal-setting, and data analysis for all students including English Language Learners and students with disabilities. We will monitor the goals and progress thru surveys, teacher observations and professional development logs. The Professional Development Plan will be reviewed every 6-8 weeks to assess and monitor progress.
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<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).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
Part 1b. Needs/Areas for Improvement:		
<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. 		
Based on this year's Quality Review, although we received a proficient in area 2.2 however, it is an area of focus. The use of aligned common assessments allows staff to provide actionable feedback to students and teachers regarding student achievement and teachers use the results to adjust curricula and instruction, but do not yet sufficiently create a portrait of student mastery. We must, continue to collaborate with teachers assure that the feedback they give to students is actionable and leads to students being independent critical thinkers who understand their next steps for instructional/academic improvement.		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, improvement in pedagogical practice, as evidenced by 100% teacher participation in differentiated professional development related to CCLS-aligned curricular activities including the Arts, reflecting improved pedagogical practice in response to the Professional Development which align with the goals of the RSCEP.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • To provide teachers with a six week cycles for professional development based on the findings of observations and a consultant from Generation Ready, Teacher Development Coach works with teacher leaders individually and in groups to create professional learning communities aligned with our RSCEP, in order to meet the individualized needs of all students whom they service. 	<p>Teachers, paras administrators and parents</p>	<p>9/15- 6/16</p>	<p>Teacher Development Coach, Generation Ready Coach, Lead Teachers, Assistant Principal, Principal</p>

<ul style="list-style-type: none"> To provide specific and evidenced based feedback to teachers in order to improve student learning and outcomes with a focus on Using Question and Discussion Techniques. and Self and Peer assessment as well as to identify clear, specific actions to be taken in the next 2-3 weeks to help teachers improve instructional practice. 	Teachers	9/15-6/16	Assistant Principal and Principal
<ul style="list-style-type: none"> Teachers meet with administrators twice a year at minimum (once in the Fall and once in the Spring) to discuss their individualized needs and to monitor their progress. 	Teachers	9/15 and 6/16	Assistant Principal, Principal
<ul style="list-style-type: none"> Teachers visit each other using a critical friends protocol to listen for DOK questions, “listening in” for actionable feedback given to students, and how teachers’ use assessment to drive instruction 	Teachers, Lead Teachers	11/15-6/16	Teacher Development Coach, Generation Ready Coach, Lead Teachers Assistant Principal, Principal

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.											
Substitute teachers to cover teachers attending workshops, Teacher Development Coach., Generation Ready Coach, Prep coverage for teachers attending workshops (in house) books and materials on Danielson Framework, Workshops from Education through Music.											
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	X	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 November 2015, improvement in pedagogical practice, as evidenced by 60% of teachers will have participated in differentiated professional development related to CCLS-aligned curricular activities including the Arts, reflecting improved pedagogical practice in response to the Professional Development The midpoint benchmark will take place in January. We will use professional development logs, logs from consultants, teacher reflection sheets, informal and formal observations.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<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
Part 1b. Needs/Areas for Improvement:		
<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. 		
Based on 2013-2014 Principal’s Performance Review and Priority and Focus School Recommendations, the school was rated effective in Tenet 6. In order to deepen the learning of all and ensure that parents understand how to help their child be successful in school we decided to continue to concentrate on Tenet 6.4		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 50% of parents will have participated in an activity intended to enhance their understanding of the Common Core Learning Standards and citywide instructional expectations and how they relate to the social and emotional health of their child

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>
<ul style="list-style-type: none"> • Monthly Common Core Standards workshops presented by teachers, social worker and Community Based Organization (Eastside House) across all content areas as well as Social and Emotional aspect. Open Classroom once a month inviting parents to come in and learn alongside their child during the school day. 	<p>Parents</p>	<p>9/15-6/16</p>	<p>Teachers, Parent Coordinator, Assistant Principal, Principal, CBO, Social Worker</p>
<ul style="list-style-type: none"> • Learning Leader’s Workshops focusing on integrating literacy across all 	<p>Parents</p>	<p>9/15-6/16</p>	<p>Learning Leaders, Parent Coordinator, Media Specialist</p>

content areas including the Arts			
• Use of Datacation and FAM parent portal program to communicate between teachers and with families regarding their children’s progress	Parents, Teachers	9/15-6/16	Teachers, Data specialist, Datacation Coach, Principal
• Family Literacy and Math Fair/Carnival	Parents, and students	10/15 and 3/15	Parent Coordinator, Teachers, CBO, Eastside House Assistant Principal, Principal, Learning Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Dacation Software System											
Doing Art Together											
Afterschool school workshops for parent involvement											
Teacher Translator											
Additional planning time											
Learning Leaders											
Eastside House CBO											
Use of Global Connect to inform parents of upcoming events											
Education through Music											
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	X	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 2015, 40% of parents will have participated in an activity intended to enhance their understanding of the Common Core Learning Standards and citywide instructional expectations and how they relate to the social and emotional health of their child Benchmarks: November, January, March, May We will collect parent surveys to monitor the effectiveness of the parent engagement data from Datacation will be utilized to monitor the frequency of communication between teachers and parents .

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)	<u>Grades 4-5</u> Level 1 and Level 2 on statewide reading exam Below grade level benchmark as evidenced by Fountas and Pinell Teacher Recommendations <u>Grades K-3</u> Below grade level benchmark as evidenced by Fountas and Pinell Teacher Recommendations Previously retained students	Repeated Readings Inter active Writing Shared Writing Teacher scaffolds Graphic Organizers Push in Program	Small group instruction One to one tutoring	During the school day Saturday Program Afterschool
Mathematics	<u>Grades 4-5</u> Level 1 and Level 2 on statewide reading exam Teacher Recommendations Previously retained students <u>Grades 1-3</u>	Push in Program UDL Strategies	Small group instruction	During the school day Saturday Program

	Teacher Recommendations Previously retained students			
Science	K-5 Students	Tier I Teacher Strategies	Use of level libraries in science	During the day Eastside Expanded Day Program
Social Studies	K-5 Students	Tier I Teacher Strategies	Use of level libraries in science	During the day Eastside Expanded Day Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	New student to the school, sudden change in family status, emergency situations arises, shelter children, Students referred by a staff member	Conflict resolutions Bereavement Socialization skills Meet with parent/families as needed Referrals made to outside community based organizations	One to one counseling Group counseling	During the school day Afterschool conflict/resolution program during Eastside House Expanded Day Program

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.
All teachers are highly qualified as acknowledged through the BEDS Survey

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).
All staff members receive professional development from a consultant from on TDC coach, Generation Ready Consultant and from colleagues who demonstrate best practice. Teachers also attend workshops that are provided by New York City Department of Education. The principal attends workshops provided by ELI and the Department of Education and the United Way (READNYC).

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.).

The transition plan assist Preschool children has different layers:

Administration meets with Day Care Directors in a joint PD session 3 times a year

Workshops are provided to all prekindergarten families. Topics include: Reading Readiness, Common Core for preschoolers

Transitioning from Preschool to Elementary School, Understanding Children’s Feelings. The Day Care center’s four year old classes visit PS 179’s kindergarten classes in June in order to share with incoming parents and students what a kindergarten class looks like in an elementary school.

Prekindergarten parents meet with kindergarten teachers in June in order to learn about the kindergarten expectations.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are invited to participate in selecting the assessments for the school through the Measures of Student Learning Committee. This committee receives professional development from the department of education on the various types of assessments that are available to all students. The committee discusses the options with the staff and asks for their feedback. The committee makes a recommendation to the principal regarding the type of assessment that they would like for the school to administer. Teachers also meet in Teacher Teams to discuss variety of assessments and decide which assessments they will use as a grade to assess the learning of all students . Our teacher development coach (TDC) and Generation Ready Consultant also provide professional development to the staff on different forms of formative and summative assessments.

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	421,205.00	X	Sections: 5, 6, 7
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	80,454	X	Sections: 5, 6, 7
Title II, Part A	Federal	102,841.00	x	Sections 5, 6, 7
Title III, Part A	Federal	14,332.00		
Title III, Immigrant	Federal	0	X	Sections: 5, 6, 7
Tax Levy (FSF)	Local	2,209,647.00	X	Sections: 5, 6, 7

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)

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. **PS179**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 179** will support parents and families of Title I students by:

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting and hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers through 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 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

PS 179 , 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) 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 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:

Four R’s Respectful, Responsible, Ready, Request Help

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

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>School of International Cultur</u>	DBN: <u>07X179</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>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 179 will implement Title III as an after school program, which will take place from November until April. After reviewing the NYSESLAT scores as well as ELA scores from previous years, we have observed that students are deficient in the development of English academic language. Students must work on developing academic vocabulary. The after school program will enhance students reading and writing skills. The ultimate goal of the Title III after school program is to provide students with needed scaffolding which will assist them in their classrooms in further developing comprehension skills and strategies.

The program will be dedicated to second, third, fourth and fifth grade English Language Learners who are beginners, intermediate, newcomers and long-term. The program will focus on building vocabulary and helping prepare these students to meet the demands of the Common Core. We will definitely service ALL long-term ELLs as data indicates that these are the students who struggle the most in advancing on the NYSESLAT.

The program will meet on Wednesdays and Thursdays from 2:30 p.m. to 4:30 p.m. beginning in November and ending in April.

Three bilingual and/or ESL certified teachers will work the Title III after school program.

The group of Beginners and Intermediates (grade 2) will use Zip, Zoom into English, the second group of beginners and intermediates (grades 3 & 4) will use Imagine Learning and the long-term group will use Ready new York CCLS.

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: Professional development will be offered to ALL teachers working in the Title III after school program. The purpose of the professional development workshops is for teachers to integrate research based strategies that are aligned with the Common Core and as a result will improve student achievement. Teachers will also understand the importance of monitoring student progress and using such data to plan instruction.

All teachers (since we have ELLs in all classrooms) will receive professional development offered by Dr. Rosa Maria León, NYU Consultant for English Language learners on assessing during instruction. These professional development sessions will be held on 12/3, 12/10, 1/7, 1/21, 2/11 and 2/25 between 8:00 a.m. and 2:20 p.m.; more sessions will/can be added as needed. Teachers need to understand that assessment must be fully integrated into instruction, through extensive use of formative assessment. Teachers will learn how to assess students regularly during instruction in order to diagnose evidence of learning by individual students. Teachers will also receive professional development in the area of aligning the Common Core to teaching ELLs within the content area. Teachers will learn how to plan lessons which indicate correspondence between assessments and instructional outcomes. Teachers will also learn how to provide a variety of appropriately challenging resources that are differentiated for students in their class. Bilingual and ESL teachers will also attend workshops offered by the Office of

Part C: Professional Development

English Language Learners and by the Office of Students with Disabilities. the ESL teacher will attend a workshop on November 20, 2014 on: What's Different About an IEP for English Language Learners? Dr. León will meet with teachers during different cycles. Training begins in November and is ongoing throughout the school year.

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: Research has identified the benefits of ELL parent involvement in their children's education. At P.S. 179, we are always encouraging parental involvement. We will offer at least three workshops throughout the school year (excluding CookShop for Families). Each workshop runs for approximately 90 minutes from 2:30 p.m. to 4:00 p.m. during this time a pedagogue will remain with students assisting them with their homework while parents attend the workshops.

Topics to be covered are: " Reading Non-fiction to English Language Learners", "Helping Your Child Enhance His/Her Writing Skills" and "How to Help Your Child Increase His/Her Expressive Skills."

the workshops will be presented by Ursula Ramirez, ESL teacher; Hanna Calderón, Bilingual Speech Therapist; Angelita Soto, Grade 4 Literacy Teacher and assisted by our Parent Coordinator, Iliana Estrada.

Parents will be notified of these activities via a letter sent home with their child (tear-off included for monitoring number of attendees) and, a reminder follow-up phone call. Interpretation services are offered to parents, and all notices that are sent home are translated. This will ensure that parents are both, informed about the programs, and can participate in a meaningful way.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	—	—
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	—	—
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	—	—

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• 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 07	Borough Bronx	School Number 179
School Name School of International Cultures		

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 Sherry Font Williams	Assistant Principal Lydia Mathis
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ursula Ramirez	School Counselor Patrice Shields
Teacher/Subject Area Virginia Hlinko	Parent Minerva Estrada
Teacher/Subject Area	Parent Coordinator Iliana Estrada
Related-Service Provider Hanna Calderón	Borough Field Support Center Staff Member type here
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	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	339	Total number of ELLs	130	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): 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	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	130	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	30
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (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	89	0	12	3	0	6	0	0	0	0
DL										0
ENL							0		0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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 _____	5	17												0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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	12	11	17	24	22	15								0
Chinese	1													0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3			2	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	5	1	3	3	3								0
Emerging (Low Intermediate)	3	8	3	1	5	0								0
Transitioning (High Intermediate)	7	2	2	4	6	1								0
Expanding (Advanced)	6	13	7	10	7	6								0
Commanding (Proficient)	3	1	4	6	3	6								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					3									0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	15	3	3	0	0
5	5	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									0
4	11	2	8						0
5	4		5		4				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		6	2	4		0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	15							
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.
P.S. 179 presently uses Fountas & Pinnell to assess student's independent reading levels as well as the NYSITELL and NYSESLAT scores. The data is then used to determine student's individual language acquisition levels. These results consistently have revealed that our ELLs are most deficient in writing skills. With this information teachers know that when planning their lessons, they must incorporate more graphic organizers, visuals and any other form of scaffold to support and strengthen student's writing skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our students show rapid growth in both listening and speaking. Once they increase their vocabulary and reading skills they then begin to demonstrate improvement in their writing skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
K-2 classrooms have listening centers, time allotted for reading alouds and a cluster teacher for reader's theatre in order to support ELL's in the area of listening and speaking. The school also, holds monthly assemblies in which students are required to share what they have learned in drama or movement class in alignment with the social studies curriculum. For our 2nd and 3rd grade ELL's, a licensed ENL teacher pulls-out a group to support continue language development.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Across the grades, most of our ELLs are on an expanding level. Teachers use running records to assess ELLs progress in English and in TBE classes they are also assess in their native language (Fountas & Pinnell).
- 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](#).]

During literacy blocks, teachers allocate time to meet with small groups of students and provide scaffolds for struggling English Language Learners to help develop their oral language. The schools' social worker closely monitors students attendance record. The ENL teacher along with administrators interpret and analyze NYSESLAT scores on a yearly basis as well as maintaining record of outstanding observations noted from year to year.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Both the classroom teacher and the ENL teacher work in collaboration when planning their lessons. Teachers meet weekly to discuss, analyze and interpret student work. Then, they plan units of study and daily lessons as a grade based on students' areas of weakness and strengths.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
it is based upon scores on the NYSESLAT, running record, writing on demands, performance assessments and unit exams.

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.
When a new admit arrives at our school, Mrs. Serrano, Pupil Accounting Secretary calls the NYS certified ENL teacher who also possess a NYS Bilingual (Spanish) extension, Ms. Ramirez to assist the parent in completing the HLIS. Based on the parents responses, Ms. Ramirez then administers an oral interview for first timers into NYC public schools, and for any student who has been out of NYCDOE for more than two years. The students home language is then determined and noted. Any student with a language other than English is then administered the NYSITELL.
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).
Pupil Accounting Secretary runs a report in ATS which indicates if the student has had any interrupted education by leaving the U.S.
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).
Any student who is registered and has an IEP, the Pupil Accounting Secretary, Ms. Serrano is aware that she must immediately notify Ms. Mathis, Assistant Principal. Ms. Mathis will then schedule a meeting with the LPT team which includes Ms. Ramirez ENL teacher, Joe Preval, Bilingual Psychologist, Hanna Calderón, Bilingual Speech Therapist and Franchesca Delisi, Psychologist.
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.
Entitlement letters are sent home with the students followed by a phone call alerting the parents that the letter was sent home. Parent survey and program selection forms are completed at the conclusion of the parent orientation meeting. These forms are maintained and securely stored by the ENL teacher Ms. Ramirez in a file cabinet in her classroom. Also, a copy of the letter is maintained in student's cumulative record.
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).
Ms. Ramirez, ENL teacher notifies the parent coordinator to call the parent and schedule a meeting in order for Ms. Ramirez to inform them that their child is not eligible for the NYSITELL and of their right to appeal.
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.
Ms. Ramirez, ENL teacher sends a letter home and calls the parent to schedule the parent orientation. Not only do they view the video but she also explains in detail the program choices all within 10 school days.
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.

Ms. Ramirez, the ENL teacher ensures to have parents come in and sign the forms. If she is unable to communicate with the parent, the parent coordinator attempts to reach out to the parent either in the morning when they drop-off their child or during dismissal.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Both the parent coordinator and the ENL teacher call the home, attempt to greet the parent when they drop-off their child, are outside in the yard with the child at dismissal.
9. Describe how your school ensures that placement parent notification letters are distributed.
They are sent home and a follow-up phone call is made to inform parents that the letter was sent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation for each ELL is maintained in a secure file cabinet in the ENL teacher's classroom.
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.
During the administration of the NYSESLAT, the freestanding ENL program is cancelled as the ENL teacher proctors the exam. For the speaking part, the ENL teacher asks the questions and a third party teacher scores. To ensure that all eligible students are administered the NYSESLAT yearly, various ATS reports are generated.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters for parents of students who continue to be entitled to ENL services are sent to parents the first day of the school year the student continues to be entitled. Letters are sent in the preferred language of the parent.
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).
A small number of parents choose Transitional Bilingual program which is why we have one bridge K/1 class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Students are grouped by grade and by their levels on the NYSESLAT. It is a pull-out model except for four periods of push-in model into the science classroom.
 - b. TBE program. *If applicable.*
Teachers in the TBE program use data from NYSESLAT in order to group students according to their english acquisition levels.
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Based on students scores on the NYSESLAT, they are grouped according to their english acquisition level.
Entering and Emerging receive 360 minutes of ENL instruction. The minutes are divided into 45 or 60 minute blocks. Expanding students receive 180 minutes of ENL instruction which is spread out into 45 or 60 minute blocks.
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.
In the push-in freestanding ENL model, the content area of science is taught in English. Approaches used include: SIOP, the Language Experience and TPR. In the TBE program model, teachers use TPR and The Language Experience model. The ENL teacher pushes into Science room with fourth grade ELLs. In both TBE and ENL programs students who scored on an entering level are instructed in their native language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Chart Teachers use Fountas & Pinnell running record in spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

For newcomers, long-term ENLs and 4-6 years of receiving ENL services, we offer after-school Title III program. Those that meet the criteria are also part of the over-aged after school program. Newcomers participate in the Cookshop program. Former ELLs receive an additional year of ENL.
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.

Paste response to questions here:
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?

Superkids which is a phonics based program is used with second and third grade ELLs-SWD . Teachers of ENLs and SWDs incorporate different modalities into their teaching. they present students with many visual cues through pictures , ipads, laptops. They also allow students to listen to stories. Students are exposed to non-fiction through big books, computers and then offered many scaffolds for expressing their ideas and thoughts in writing.
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?

Kindergarten students in the ICT class receive instruction in their classroom (push-in model) from the ENL teacher along with students in the general education setting. Fourth and fifth grade ELLs/SWD receive instruction using a pull-out model along with peers in the genral education setting thus, allowing the attainment of proficiency in English within the least restrictive environment.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

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

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

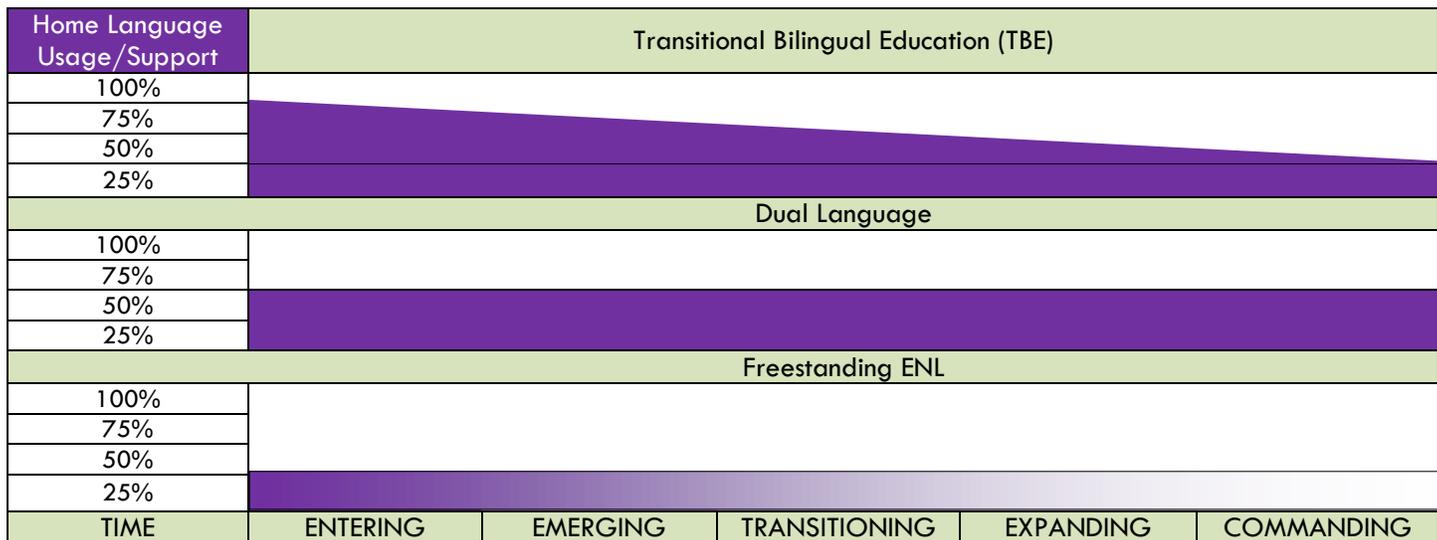


*: Chart “r approved services” does not apply to New York City at this time.

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. Academic Intervention Services is offered as a push-in service for math and literacy (RTI) delivered within six weeks cycle at which time students are assessed to determine eligibility for at-risk services. Freestanding ENL pull-out model with fourth grade ELLs along with peers in the general education setting. After school Title III program for newcomers and 4-6 years. AIS math and GO Math using more manipulatives and visuals when working with small groups. Title III after school program - Zip Zoom English, Camp Can Do and Treasure Chest.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Presently the ENL teacher pushes into the Kindergarten ICT classroom to work with ELLs in order to minimize the amount of instructional time that they are out of their classroom setting. All teachers are aware of their student population. They understand the individual needs of their ELLs students and how to scaffold lessons for them.
12. What new programs or improvements will be considered for the upcoming school year?
All teachers will continue to receive professional development on aligning their lessons to the Common Core.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are part of all programs offered at the school. They receive AIS/RTI in six week cycles. They are part of the Title III after school program .
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.
The school presently uses Ready Gen and Go Math! it is the responsibility of the classroom teacher to scaffold all their lessons in order to meet the needs of all ELLs in their classroom. the ENL teacher uses ipads and laptops with projector to deliver instruction. The TBE teacher uses Estrellitas with the kindergarten students as well as Core Knowledge.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the TBE classes, instruction in the native language is delivered through the content area and in writing for grades K and 1. In freestanding ENL, instruction in the native language is used when working with newcomers. All TBE and ENL classrooms have library books in Spanish to help support their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Academic Intervention Services is offered in six week cycles in order to meet the needs of all ELLs in grades 2-5. New enrolled students are immediately assessed and begin receiving support where ever it is needed.
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).
For those ELLs who enroll during the school year, we offer participation in the after school Title III program as well as AIS/RTI.
19. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to question here:

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.)
During the first day teachers return for the school year, the ENL teacher provides intensive training on the use of scaffolds and different methodologies to use when working with ELLs. TBE teachers attend a series of workshops offered by the Office of English Language Learners. They are also part of a cohort which meets for a total of at least 10 sessions with the consultant from Generation Ready on aligning all lessons to the Common Core.
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?
Teachers attend workshops offered by the Office of English Language Learners as well as by those offered by the Office of Students with Disabilities. They also receive in house professional development offered by a consultant from Generation Ready.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our fifth grade is departmentalized so that students can be exposed to the demands and routines of middle school. Our school-wide social worker attends trainings on topics such as: Anti-bullying, Internet Safety, Respect for All. She meets with the fifth grade students and presents lessons on the above mentioned topics. She also maintains communication with all parents of our fifth grade students as well as with guidance counselors from the neighboring middle schools. She presents to parents on information for middle schools (all meetings are interpreted into Spanish).
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.

All teachers, paraprofessionals, guidance counselors, and speech therapists receive professional development at the beginning of the school year and on election day by a consultant from Generation Ready. Teachers also receive ongoing professional development as needed based on informal observations. Teachers are also allowed to attend any professional development they feel will benefit/strengthen their teaching. Accommodations are made if substitute teacher is available for coverage of their class.

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?
The ENL teacher meets with parents of ELLs during the last week of school to inform them of any changes made to the program for the upcoming school year and to address any concerns parents may have. During the first week of school, the ENL teacher also holds a meeting with parents of ELLs in both the TBE and Freestanding ENL programs. Throughout the school year, a series of workshops (at least 4) are held for parents of ELLs; presenters include speech therapists, occupational therapists, and the ENL teacher.
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.
Records of annual meetings with parents of ELLs are maintained in a secure file cabinet by the ENL teacher in her classroom. Outreach for parents is conducted via both, written correspondence in English and Spanish as well as by telephone conversations. In the case where no contact is made with the parents, the Parent Coordinator and the school wide social worker conduct a home visit.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents of ELLs are invited to monthly PA meetings. The Parent Coordinator schedules workshops and ensures that interpretation is available. All school correspondence goes out in English and Spanish. We participate in the Cookshop for families program.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with Eastside House which offers after school program to all our students in grades 1 -5. It also presents workshops to parents in topics which relate to the needs of this community.
5. How do you evaluate the needs of the parents?
Through the parent survey and School Leadership team meetings.
6. How do your parental involvement activities address the needs of the parents?
The Parent Coordinator schedules workshops that meet the needs of our school community.

D. Additional Information

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

Paste response here:

School Name: **P.S. 179**

School DBN: **07X179**

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)
Sherry Font Williams	Principal		10/5/15
Lydia Mathis	Assistant Principal		10/5/15
Iliana Estrada	Parent Coordinator		10/5/15
Ursula Ramirez	ENL/Bilingual Teacher		10/5/15
Minerva Estrada	Parent		10/5/15
Virginia Hlinko	Teacher/Subject Area		10/05/15
	Teacher/Subject Area		
	Coach		
	Coach		
Patrice Shields	School Counselor		10/5/15
Elisa Alvarez	Superintendent		10/5/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07x179** School Name: **P.S. 179**
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.

In order to ensure that all parents are provided with appropriate and timely information in a language that they understand, we at P.S. 179, analyze data obtained from individual student's HLIS. We (ESL teacher, Parent Coordinator and administration) also use data collected by teachers through individual teacher made parent surveys that are sent home during the first week of school. Data is also gathered during the first Parent Association meeting and throughout the rest of the school year.

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

At P.S. 179, parent's preferred languages in both written and oral communications is the majority in Spanish. One parent preferred language is Arabic, one parent preferred language is Wolof and one parent to two of our students is Deaf-mute.

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.)

Typically P.S. 179 disseminates a welcome letter (first week of school), emergency contact sheet (first week of school), monthly student activities calendar (monthly basis), grade or individual teacher newsletter (monthly or 3x a school year), invitation letters for after-school programs (October), and letters informing parents of upcoming NYS testing dates (ongoing).

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.

During the first parent-teacher conference usually held in September, we hold the first curriculum night across all grades K-5. At this time, teachers review grade specific curriculum and city and school expectations. Two of the four parent teacher conferences (November and March) are held for teachers to meet individually with parents to discuss the strengths and weaknesses of their child and to offer strategies to be implemented in the home in order to benefit students academically. At the last parent teacher conference (May), teachers schedule meetings with individual parents to discuss their child's progress or concerns and to offer strategies and suggestions for improvement. The school-wide Social Worker holds quarterly meetings with parents regarding the importance of attending school regularly across the grades. The Social Worker also holds individual meetings with parents whose child/ren have chronic absenteeism. Both the school-wide Social Worker and Guidance Counselor make calls to parents and personally meet with them as required by individual student's social/emotional behavior.

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 Parent Coordinator ensures to contact the Translation Unit with anticipation to parent teacher conferences, Educational Planning Conferences or on individual basis requested meetings by either administration or a pedagogue. Translated documents in Spanish are translated in house.

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.

All documents translated into Spanish are translated by the Language Access Coordinator. For documents needed to be translated into either Arabic or Wolof, we contact the Translation and Interpretation Unit.

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.)

All teachers are informed during the first professional development day when teachers report back to school. Email wsd drnt to all staff members informing them of the procedures on how to use translation services and over the phone interpretation services.

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

Part F: Monitoring and Quality Control

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

The school conducts a yearly parent survey. During Parent Association monthly meetings both the Parent Coordinator and the PA members collect data regarding the quality and availability of services offered/provided to parents.