



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

11X189

School Name:

CORNERSTONE ACADEMY FOR SOCIAL ACTION

Principal:

JAMES BELLON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Cornerstone Academy for Social Action Elementary School School Number (DBN): 11X189

Grades Served: Pre-Kindergarten through Grade 5

School Address: 3441 Steenwick Avenue Bronx, New York 10475

Phone Number: 7187946160 Fax: 7187946170

School Contact Person: James Bellon Email Address: Jbellon@schools.nyc.gov

Principal: James Bellon

UFT Chapter Leader: Maritza Franck

Parents' Association President: Cheryl Smith

SLT Chairperson: James Bellon

Title I Parent Representative (or Parent Advisory Council Chairperson): _____

Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez

Superintendent's Office Address: 1250 Arnow Avenue Bronx, New York 10469

Superintendent's Email Address: MRoss9@schools.nyc.gov

Phone Number: 718-519-2620 Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458

Director's Email Address: JRUIZ2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
James Bellon	*Principal or Designee	
Maritza Franck	*UFT Chapter Leader or Designee	
Cheryl Smith	*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	
Christopher Beihoff	Member/ Staff	
Marsh Henry	Member/ Staff	
Mabel Velazquez	Member/ Staff	
Tracy James	Member/ Parent	
Jacqueline Medina	Member/ Parent	
Maria Jordan	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leticha Browne	Member/ Parent	
	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.

As a school we have had a three year focus on “ *Using Questioning and Discussion Techniques*” to raise the level of the questioning to better challenge students cognitively in order to impact their achievement.

We at Cornerstone Academy for Social Action (CASA) promote the philosophy that all students can grow both academically and social-emotionally. All adults in the community are expected to provide all children and their families with the necessary support systems to facilitate their success in school. This belief is evident in Casa’s Mission Statement, which articulates the Three Pillars of Cultural Competency, Community Action and Commitment to Academic Excellence. It is the third pillar, commitment to academic excellence-academic achievement- which has become our particular focus as a school-wide community. Through professional development we have been engaging the staff in rigorous conversations around questioning and discussion, and the overall implementation of both the Common Core Learning Standards (CCLS) and Danielson’s Framework for Teaching. At CASA we believe that pairing the implementation of CCLS curriculum with a risk free learning environment where students are encouraged to construct viable arguments, critique their peers’ positions and add to their peers’ contributions, creates rigor. Upon visiting classrooms at CASA, observable practices and systems include but are not limited to:

- Grade appropriate CCLS-based authentic student work that reflects the units of study and that includes appropriate actionable feedback to guide each student's learning
 - Anchor charts and experience charts which represent the current unit
 - Classroom libraries that are organized based on genre, level and/or content
 - Clearly defined areas in the classroom in the content areas
 - Current units of study with both essential questions to guide student learning and appropriate actionable feedback
 - Evidence of the workshop model in all subject areas
 - A database and data binders which support the collection, analysis and use of data
 - Flexible groups
 - The use of technology to differentiate instruction and to make the curriculum accessible
 - Teachers conferring with students and recording their notes
 - Teacher/ student discussions that drive instruction
 - The use of best practices to address all learners' needs
 - Feedback “next” steps for student growth
 - Evidence of questioning and discussion and the CCLS speaking and listening standards in the planning and execution of curriculum in all content areas
 - Data-based student grouping for extended day and after school
 - The use of the Common Core Learning Standards as evidenced by classroom instruction, conferencing notes, lesson and unit planning, and the development of CCLS and TC aligned rubrics and checklists
- In addition to our focus on academic excellence, there has been a continued, effective effort to improve classroom climate. Teachers have posted our school rules, *Be Kind, Work Hard, and Be Safe* , in every classroom. Teachers have the flexibility to define the rules more specifically for their particular room or learning area. Students are rewarded for following the rules through our Positive Behavior Intervention System (PBIS) program. You will notice:

- Posted classroom expectations

- Systems for tracking and monitoring behavior which include Class Dojo, a PBIS School Store, and Tier II individual behavior charts and Check and Connect Program.

We have supported our Arts curriculum through collaborations with New Victory Theater, American Ballet Theater and Ballet Tech. These partnerships have allowed our school to enrich our program by exposing our students to dance and theater.

The elements of the Framework for Great Schools in which your school made the most progress over the past year.

Over the past year an area in which we have made progress is in the area of collaborative teachers. This was an area which was highlighted as “Well Developed” in our Quality Review for this past year. The structures which support this are weekly common planning, and additional weekly meetings with teachers aligned both vertically and horizontally.

A second area of progress is Effective School Leadership. In looking at “The Framework for Great Schools Report” Effective School Leadership received a score of 78.

The elements of the Framework for Great Schools which are your key areas of focus for this school year

The two areas of focus for PS 189 for the 2015-2016 school year are: Rigorous Instruction and Supportive Environment. After reviewing “The Framework for Great Schools Report” and looking at Rigorous Instruction we will put a focus on the Common Core Shifts in Math because our score here was only 27 while in ELA we had a score of 82. In addition while reviewing Supportive Environment there is a need for improved structures around Social Emotional Learning.

11X189 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	413	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		83.2%	% Attendance Rate	91.9%
% Free Lunch		82.5%	% Reduced Lunch	8.4%
% Limited English Proficient		3.5%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	54.2%
% Hispanic or Latino		41.2%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White		2.4%	% Multi-Racial	0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.31	# of Assistant Principals (2014-15)	2
# 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)	7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.83
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		15.7%	Mathematics Performance at levels 3 & 4	27.7%
Science Performance at levels 3 & 4 (4th Grade)		70.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 																				
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating																		
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E																		
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E																		
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E																		
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E																		
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 																				
<p><u>New York State Assessment Data Analysis:</u></p> <p>Upon review of our New York State Testing Data the following information is pertinent in the formation of this goal</p> <p><u>Student Achievement:</u></p> <table border="1"> <tr> <td><u>Pct. Proficient, ELA</u></td> <td align="right">15.7%</td> </tr> <tr> <td><u>Pct. Proficient, Math</u></td> <td align="right">27.7%</td> </tr> </table> <p><u>Closing the Achievement Gap:</u></p> <table border="1"> <tr> <td><u>Pct. Proficient in ELA, Self-Contained</u></td> <td align="right">0.0%</td> </tr> <tr> <td><u>Pct. Proficient in ELA, ICT</u></td> <td align="right">5.3%</td> </tr> <tr> <td><u>Pct. Proficient in ELA, SETSS</u></td> <td align="right">0.0%</td> </tr> <tr> <td><u>Pct. Proficient in Math, Self-Contained</u></td> <td align="right">0.0%</td> </tr> <tr> <td><u>Pct. Proficient in Math, ICT</u></td> <td align="right">21.1%</td> </tr> <tr> <td><u>Pct. Proficient in Math, SETSS</u></td> <td align="right">0.0%</td> </tr> <tr> <td><u>Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS</u></td> <td align="right">35.0%</td> </tr> </table>			<u>Pct. Proficient, ELA</u>	15.7%	<u>Pct. Proficient, Math</u>	27.7%	<u>Pct. Proficient in ELA, Self-Contained</u>	0.0%	<u>Pct. Proficient in ELA, ICT</u>	5.3%	<u>Pct. Proficient in ELA, SETSS</u>	0.0%	<u>Pct. Proficient in Math, Self-Contained</u>	0.0%	<u>Pct. Proficient in Math, ICT</u>	21.1%	<u>Pct. Proficient in Math, SETSS</u>	0.0%	<u>Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS</u>	35.0%
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<u>Pct. Proficient in Math, ICT</u>	21.1%																			
<u>Pct. Proficient in Math, SETSS</u>	0.0%																			
<u>Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS</u>	35.0%																			

Pct. in 75th Growth Percentile, ELA, Lowest Third Citywide	36.4%
Pct. in 75th Growth Percentile, ELA, Lowest Third City, Black/Hispanic Males	30.8%
Pct. in 75th Growth Percentile, Math, Self-Contained/ICT or SETSS	50.0%
Pct. in 75th Growth Percentile, Math, ELL	28.6%
Pct. in 75th Growth Percentile, Math, Lowest Third Citywide	39.6%
Pct. in 75th Growth Percentile, Math, Lowest Third City, Black/Hispanic Males	37.9%

3.5 DTSDE Findings

During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “Extend the school’s effective progress monitoring systems in literacy to math to enable agile adjustments to curricula based upon data trends and patterns so that all students demonstrate increased mastery.

3.5 Recommendations (Priority and Focus School Recommendations page 1) :

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 3 the school should:

[3.5] Extend the comprehensive assessment system established literacy to math to integrate multiple measures of data including formative and qualitative data to track progress over time on explicitly identified targets to adapt curriculum in a way that demonstrates improved individual and subgroup achievement.

Part 2 – Annual Goal

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

By June 2016 there will be a 10% increase in the number of students in grades 4 and 5 who reach the 75th growth percentile as measured by the NYS ELA and Mathematics Exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Programs/Professional Development/Systems and Structures:</u></p> <ol style="list-style-type: none"> 1. Continuation of the school's AIS/RTI Plan which includes: a school-wide AIS block for students in grades K-1, a revised Tier II Intervention through the use of Leveled Literacy Intervention Kit, A revised Tier III Intervention 	<ol style="list-style-type: none"> 1. Students who are in need of AIS intervention 2. Students in grades K-3 3. Students in grades K-5 4. Support all staff 5. Support all staff 6. All Student 7. All Students 	<ol style="list-style-type: none"> 1. September 2015-June 2016 2. September 2015-June 2016 3. September 2015-June 2016 4. September 2015-June 2016 5. September 2015-June 2016 6. September 2015-June 2016 7. September 2015-June 2016 	<p><u>Point Persons</u></p> <ol style="list-style-type: none"> 1. AIS/RTI Team Members 2. AIS/RTI Team Members 3. AIS/RTI Team Members 4. Administration 5. Professional Development Team 6. Administration

<p>through the creation of a 9th period per-session, use of EasyCBM as a screener and progress monitoring tool.</p> <ol style="list-style-type: none"> 2. Implementation of Foundations as our Kindergarten – Grade 3 word study program. 3. Implementation of Flocabulary as our school-wide vocabulary development program 4. Use of School funds to support the position of UFT Teacher Center Staff Developer 5. Ongoing Professional Development in CCLS Instructional Shifts through Monday PD Time, Grade Meetings and Conference Days. The Professional Development topics include: Math, Rigor and the CCLS Series, Promoting Student Discourse in the Math Classroom, Assessment for Learning In Action, Constructing Deep Understandings with ELLs through Collaborative Academic Conversations, Response to Intervention, A Shared Path for Success for Special Education, IEP Paraprofessionals as Instructional 			<p>7. Administration, Professional Development Team and Members of the RTI/AIS Team</p> <p><u>Implementers:</u></p> <ol style="list-style-type: none"> 1. All K-1 Teachers, Special Education Licensed Teachers 2. All K-3 Classroom Teachers 3. All K-5 teachers 4. UFT Teacher Center Staff Developer 5. Admin, UFT Teacher Center Staff Developer, Teachers who attend Central and outside PD Sessions 6. All classroom teachers 7. All Classroom Teachers
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Supports, and ICT Strategies for Success

6. Implementation of a school-wide read-a-thon initiative. All students in grades k-5 will be engaged in sustained silent reading on Fridays. The goal of this will be for students to build stamina in their reading. Each grade will be expected to read uninterrupted for a specific amount of time. The time which students are expected to read will increase as students get older and as we move from January to June. Students who meet their weekly and monthly goal will receive award certificates and those students who remain engaged in reading for 95% of the read-a-thon time will attend a reward trip in June
7. Reintroduce Data Inquiry school-wide with a focus on ELA. All grade teams will be introduced to and expected to use the ATLAS Protocol when looking at student data and work. Provide professional development for staff around how to interpret the data and what interventions can be

used to address identified needs.			
<p><u>Sub-Groups:</u></p> <p>1. Common Planning. During common planning teachers will create Understanding by Design (UBD) units of instruction. During their creation teachers will plan for Universal Design for Learning (UDL) so all students have access to the curriculum and proper supports and entry points.</p> <p>2. Our Lowest Performing students will have their needs identified and addressed through our revised AIS/RTI Plan</p> <p>3. Our English language learners (ELLs) will have their needs better addressed through the use of practices learned at the ELL professional Developments. These strategies will be turn-keyed during Monday Professional Development time by our ELL coordinator.</p>	<p>1. All Teachers and all sub-groups</p> <p>2. Lowest Performing Students.</p> <p>3. Teachers of ESL Students</p>	<p>1. September 2015-June 2016</p> <p>2. September 2015-June 2016</p> <p>3. September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>1. Administration and Grade leaders</p> <p>2. AIS/RTI Team Members</p> <p>3. Administration and Professional Development Team</p> <p><u>Implementers :</u></p> <p>1. All K-5 teachers</p> <p>2. All K-1 Teachers, Special Education Licensed Teachers</p> <p>Teachers of ELL Students</p>
<p><u>Parent Engagement:</u></p> <ul style="list-style-type: none"> • Monthly Newsletters • Use of Tuesday Parent Time to meet with parents • Teachers will send home Assessment Notification Forms after major assessments to inform parents how their child performed and what their child still needs to work on • Use of Class Dojo as a school-wide 	All Parents	September 2015-June 2016	Administration, All Teachers and Parent Coordinator

system for behavior monitoring and to establish an ongoing conversation with parents <ul style="list-style-type: none"> • Use School Messenger to communicate with parents • 			

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.											
Foundations Kits for all classrooms K-3, One Leveled Literacy Intervention (LLI) Kit for each of grades Kindergarten, 1, 2 and 3, days for a Substitute Teacher to provide LLI Intervention, Easy CBM license for the school, Substitute Teacher Days to cover for professional development, Substitute Teacher Days to Cover Inter-Visitations, supplies for award certificates for read-a-thon, funding will be set aside to cover the admission fees for students who meet their read-a-thon goals											
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)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>1. Reading Comprehension: Formal and informal observations. Fountas and Pinnell Running Records will be given 5 times this year. In February we will compare the Baseline Assessment from September to the Midyear Assessment to check for progress.</p> <p>2. Writing Interim Assessments will be given three times this year using the Department of Education Measures of Student Learning (MOSL) Task. In February we will compare the Baseline Assessment from September to the Midyear Assessment to check for progress.</p> <p>3. All grades will give a Baseline, Midline and End of Year Math Benchmark Assessment. In February we will compare the Baseline Assessment from September to the Midyear Assessment to check for progress.</p> <p>4. At the end of all professional development sessions there will be a feedback form which staff members will be asked to complete so that we may plan additional sessions and make adjustments to our Professional Development Plan as necessary. Throughout the year the UFT Teacher Center will create online surveys to ensure the professional development that is offered meets the needs of the staff members.</p> <p>At the end of all professional development sessions there will be a feedback form which staff members will be asked to complete so that we may plan additional sessions and make adjustments to our PD plan as necessary.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Data Sources:</u></p> <p>The data for the goal in this Tenet was taken from the 2015 Framework for Great Schools Report where it indicates that scores below 25 are areas for growth. In this area we scored 0.</p> <p><u>DTSDE Findings 5.3</u></p> <p>During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “Enhance further the current support structures for all students and their families so that the effective work ensuring students’ academic and personal behaviors are maximized.”</p> <p><u>Recommendations 5.3 (Priority and Focus School Recommendations page 1) :</u></p> <p>In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should:</p> <p>Leverage current professional development plans to build upon current professional development systems and structures such as Data Mondays, instructional rounds, and ongoing data and feedback from Danielson observations and</p>		

PBIS to consistently act upon the school's shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to college and career readiness.

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 there will be a 25% increase in total points earned in the "Classroom Behavior" section of the Framework for Great Schools Report. This means our score will go from 0 points to 25 points.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Programs/Professional development:</u></p> <p>1. Book of The Month.</p> <p>On a monthly basis all classes will be engaged in the same picture book through a read aloud. All the books themes will focus on compassion and empathy. School- wide activities based upon the book will be created and shared during the school-wide morning</p>	<p>1. All Students</p> <p>2. All Students</p> <p>3. All Students</p> <p>4. . All Students</p>	<p>1. September 2015-June 2016</p> <p>2. September 2015-June 2016</p> <p>3. September 2015-June 2016</p> <p>4. September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>Administration and Book of The Month Team</p> <p><u>Implementers</u></p> <p>Classroom Teachers</p>

<p>meeting as a unifying agent within the school.</p> <p>2. PBIS</p> <p>We have a school-wide PBIS model which includes the use of Class Dojo as a behavior management and tracking system. We have a school store set up where students can spend their Dojo points.</p> <p>3. During February, Respect For All Month, we will have an assembly from “Box Out Bullying”. This assembly will cover the different forms of bullying students may encounter and how they “have the power of one” and can stop bullying</p> <p>4. Project Wisdom. On a daily basis during morning meeting all students will be engaged in a quote of the day which promotes positive behaviors.</p>			
<p><u>Subgroups:</u></p> <p>For this goal all sub-groups will be addressed since it encompasses all students.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>Administration and Book of The Month Team</p> <p><u>Implementers</u></p> <p>Classroom Teachers</p>
<p><u>Parent Engagement:</u></p> <p>1. Second Cup Of Coffee Book Share</p> <p>Once a month parents will be invited into our school library for a workshop on our “Book of the Month.” During this time “Book of the Month” will be shared with parents and they will be engaged in an activity around the book. In addition</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>Administration</p> <p><u>Implementers:</u></p> <p>All Staff</p>

<p>parents will leave with activities that they can do at home to support their child in developing compassion and empathy.</p> <p>2. Class Dojo</p> <p>Class Dojo has a parent component that the school has invited all parents to join. Once parents join they can login and monitor their child's behaviors and send and receive messages from teachers and administration.</p>			

Part 4 – Budget and Resource Alignment

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

We will use our Priority and Focus Funding to purchase:

- Picture Books to support Book of the Month in All Classrooms. The titles of these books are: The Great Fuzzy Frenzy by Janet Stevens and Susan Steven Crummel, The Farmer by Susan S. Ludy, Dotty by Erica Pearl , How to Heal a Broken Wing by Bob Graham, Stellanluna by Janell Cannon, Fly Away Home by Eve Bunting and Unspoken by Henry Cole .
- Purchase of supplies for our school PBIS store
- Refreshments to serve to parents during “Second Cup of Coffee Book Share”
- “Box Out Bullying” assembly during February 2016.
- Project Wisdom Daily Quotes and Lessons

Create a Morning Meeting Time at line-up where students will have an opportunity to share their learning through the book of the month, A team of Administrators and Teachers who will guide how the selected books will be used, Schedule changes to provide coverage for teachers who will present the book of the month to parents at our monthly “Second Cup of Coffee Book Share”, funding which will cover the cost of the books, the substitute coverage.

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)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

Our midpoint will be February. Progress toward our goal will be measured through:

We will have the parents complete a brief on-line survey to see the impact of our “Second Cup Of Coffee”.

We will compare our OORS incidents from 2013-2014 to 2014-20145 to see if there is a decline.

We will survey the staff and students to assess the effectiveness of our “Book of the Month” initiative

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>Developing</u> and <u>Ineffective</u>. 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. 		
Data Sources:		
The data for this goal was based upon our 2014-2015 End of year Teacher Level MOTP Detail Report and 2014-2015 End of year MOTP Score Tracker.		
DTSDE Findings 4.2		
During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “The strategic use of cycles of observations based on the Danielson Framework for Teaching, recursive feedback conversations, and follow-up support has developed teachers’ understanding of their strengths and their implementation of next steps, resulting in improved classroom practice and student outcomes across the school.”		
Recommendations 4.2 (Priority and Focus School Recommendations page 1) :		
In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should: “Build upon the established work in scaffolding to include extensions that align to the needs of the highest performing students in their adaptive instructional practices and strategies.”		

Part 2 – Annual Goal

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

By June 2016 **80% of teachers will be rated effective or highly effective** in teacher effectiveness ratings with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation as measured by the Charlotte Danielson Framework rubric using competency 3d Using Assessment Techniques

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Programs/Professional Development/Systems and Structures:</u></p> <p>1. Staff will be provided professional development on key components of Danielson's Framework ,</p>	<p>1. All Teaching Staff</p> <p>2. All Teaching Staff</p> <p>3. Principal and Assistant Principals</p> <p>4. All Teaching staff, Administration and UFT</p>	<p>1-6</p> <p>September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>1. Administration and Professional Development Team</p> <p>2. Administration and Professional Development Team</p>

<p>specifically, 3d Using Assessment in Instruction</p> <p>2. Staff will be engaged in learning walks and inter-visitations with a focus on 3d Using Assessment in Instruction</p> <p>3. Administration will participate in professional development in observation practices aligned with the Danielson Framework.</p> <p>4. Staff will participate in Lunch and Learns where we will identify and plan our next steps in Using Assessment in Instruction</p> <p>5. An afterschool book study will be done through the UFT Teacher Center within our building with a focus on Using Assessment in Instruction</p> <p>6. Teaching Staff will be engaged in a book study using the book “Checking for Understanding” during Monday Professional Development time. This book aligns to the school’s Instructional Focus of Using Assessment.</p>	<p>Teacher Center Staff Developer</p> <p>5. Teaching Staff who sign up for the book study</p> <p>7. All Teachers</p>		<p>3. Administration and Professional Development Team</p> <p>4. Administration and Professional Development Team</p> <p>5. Administration and Professional Development Team</p> <p>6. Administration, Professional Development Team and Staff who attended Network Professional Development</p> <p><u>Implementers</u></p> <p>1. All teaching staff</p> <p>2. All teaching staff</p> <p>3. All teaching staff</p> <p>4. All teaching staff</p> <p>5. All teaching staff</p> <p>6. All teaching staff</p>
<p><u>Subgroups:</u></p> <p>As classroom teachers use various assessments they will keep in mind the various sub-groups within their classrooms. In addition on the spreadsheets we use to track data students’ sub-groups will be indicated. This will allow us to track progress of student groups over time.</p>	<p>1. All Teaching Staff</p>	<p>September 2015 – June 2016</p>	<p><u>Point Persons:</u></p> <p>All Classroom teaching Staff</p> <p><u>Implementers:</u></p> <p>All Classroom teaching Staff</p>
<p><u>Parent Engagement:</u></p>	<p>All Students and Families</p>	<p>September 2015 – June 2016</p>	<p><u>Point Persons:</u></p>

<p>On an ongoing basis after major in-class assessments, classroom teachers will send home Assessment Notification Forms. These forms will inform the parents how their child performed and areas in which the parents can help support their child.</p>			<p>All Classroom teaching Staff</p> <p>Implementers:</p> <p>All Classroom teaching Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Creation of an Independent Reading Time on Fridays so Teachers may attend their cohort meetings,</p> <p>Substitute Coverage for Teachers to attend Professional Development Series, Copies of the books <i>Driven by Data</i> <i>Checking for Understanding</i> and <i>Assessment and Student Success in a Differentiated Classroom</i> , Foundations Kits, LLI Kits</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>Progress monitoring will take place based upon a percentage change in teacher ratings in teacher effectiveness ratings with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation as measured by the Charlotte Danielson Framework rubric using competency 3d Using Assessment Techniques. By February 50% of teachers will have been rated rubric level higher than their initial evaluation of the 2015-2016 observation.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 																						
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating																				
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E																				
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E																				
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE																				
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).	HE																				
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 																						
<p><u>New York State Assessment Data Analysis:</u></p> <p>Upon review of our New York State Testing Data the following information is pertinent in the formation of this goal</p> <p><u>Student Achievement:</u></p> <table border="1"> <tr> <td>Pct. Proficient, ELA</td> <td align="right">15.7%</td> </tr> <tr> <td>Pct. Proficient, Math</td> <td align="right">27.7%</td> </tr> </table> <p><u>Closing the Achievement Gap:</u></p> <table border="1"> <tr> <td>Pct. Proficient in ELA, Self-Contained</td> <td align="right">0.0%</td> </tr> <tr> <td>Pct. Proficient in ELA, ICT</td> <td align="right">5.3%</td> </tr> <tr> <td>Pct. Proficient in ELA, SETSS</td> <td align="right">0.0%</td> </tr> <tr> <td>Pct. Proficient in Math, Self-Contained</td> <td align="right">0.0%</td> </tr> <tr> <td>Pct. Proficient in Math, ICT</td> <td align="right">21.1%</td> </tr> <tr> <td>Pct. Proficient in Math, SETSS</td> <td align="right">0.0%</td> </tr> <tr> <td>Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS</td> <td align="right">35.0%</td> </tr> <tr> <td>Pct. in 75th Growth Percentile, ELA, Lowest Third Citywide</td> <td align="right">36.4%</td> </tr> </table>			Pct. Proficient, ELA	15.7%	Pct. Proficient, Math	27.7%	Pct. Proficient in ELA, Self-Contained	0.0%	Pct. Proficient in ELA, ICT	5.3%	Pct. Proficient in ELA, SETSS	0.0%	Pct. Proficient in Math, Self-Contained	0.0%	Pct. Proficient in Math, ICT	21.1%	Pct. Proficient in Math, SETSS	0.0%	Pct. in 75th growth percentile, ELA, Self-Contained/ICT or SETSS	35.0%	Pct. in 75th Growth Percentile, ELA, Lowest Third Citywide	36.4%
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Pct. in 75th Growth Percentile, ELA, Lowest Third Citywide	36.4%																					

Pct. in 75th Growth Percentile, ELA, Lowest Third City, Black/Hispanic Males	30.8%
Pct. in 75th Growth Percentile, Math, Self-Contained/ICT or SETSS	50.0%
Pct. in 75th Growth Percentile, Math, ELL	28.6%
Pct. in 75th Growth Percentile, Math, Lowest Third Citywide	39.6%
Pct. in 75th Growth Percentile, Math, Lowest Third City, Black/Hispanic Males	37.9%

DTSDE Findings 2.2

During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to, “ Extend the school’s effective progress monitoring systems in literacy to math to enable agile adjustments to curricula based on data trends and patterns so that all students demonstrate increased mastery”

Recommendations 2.2 (Priority and Focus School Recommendations page 1) :

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should: “Extend current systems for evaluating and monitoring progress toward SMART goals and priorities in the SCEP to provide regular opportunities to evaluate progress towards short and long term goals and make adjustments and improvements to support the school’s long term vision.”

Part 2 – Annual Goal

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

By June 2016 all students (inclusive of the lowest 1/3) in grades 3-5, will receive differentiated instruction to access the curriculum through intervention programs resulting in a 3% increase of students attaining level 3 and 4 as measured by the 2016 New York State ELA and Mathematics exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Programs/Professional Development/Systems and Structures:</u></p> <p>1. Creation of an Academic Intervention Services (AIS) afterschool program for all students in grades 3-5 The program will consist of two weekly 90 minute instructional sessions for at risk students. This program will target our lowest performing students and will provide targeted small group instruction to meet there and identified needs in English Language Arts and Mathematics. Students will</p>	<p>1. Tier 2 Students in Grades 3-5</p> <p>2. Tier 2 Students in Grades 3-5</p> <p>Tier 3 3. Students in Grades 2-5</p> <p>4. Tier 2 Students in Grades k-5 with a deficiency in fluency</p> <p>5. All Students in Grades 3-5</p> <p>6. All Students in grades k-1 and students in need of tier 2 academic intervention in grades 2-5</p>	<p>1. February 2015-April 2016</p> <p>2. February 2015-April 2016</p> <p>3. September 2015-June 2016</p> <p>4. September 2015-June 2016</p> <p>5. September 2015-June 2016</p> <p>6. September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>1. AIS/RTI Team Members</p> <p>2. AIS/RTI Team Members</p> <p>3. ESL Coordinator and AIS/RTI Team Members</p> <p>4. AIS/RTI Team Members</p> <p>5. AIS/RTI Team Members</p> <p>6. AIS/RTI Team Members</p> <p>And Professional Development Team</p> <p><u>Implementers:</u></p>

be targeted based upon the 2013-2014 New York State Exam results, Rally Simulation results and those identified through the use of EasyCBM.

2. Creation of a Saturday AIS program for all students in grades 3-5 who are unable to attend the AIS weekday program. The program will consist of five Saturday Sessions which will each be four hours in duration. This program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in English Language Arts and Mathematics. Students will be targeted based upon the 2013-2014 State Exam results, Rally Simulation results and those identified through the use of EasyCBM.

3. Creation of a 9th period AIS period for Tier III students in grades 2-5. The program will consist of two weekly 30 minute instructional sessions for at risk students. This program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in English Language Arts.

4 .Use of Imaginary Learning as an Academic Intervention for students with fluency deficits. We will target students who have been identified through EasyCBM.

5. Creation of a during the school day AIS small group tutoring program for

1. Teachers who apply to work the after-school program

2. Teachers who apply to work the Saturday-school program

3. Special Education or Reading Licensed Teachers who apply to work the position

4. Classroom teachers

5. Classroom teachers in Grades 3-5

6. All Classroom Teachers, A Special Education Licensed Substitute Teacher and Teachers Who Apply to work After-School

<p>students in grades 3-5. The program will have teachers tutor groups of 3-5 students during their prep periods. This program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in English Language Arts and Mathematics .</p> <p>6.Continued Implementation of the school's AIS/RTI Plan: a school-wide AIS block for students in grades K-1, a revised Tier II Intervention through the use of Leveled Literacy Intervention Kit, a revised Tier III Intervention through the creation of a per session 9th period, use of EasyCBM as a screener</p>			
<p><u>Subgroups:</u></p> <p>The sub groups of students who will be impacted by this goal are: the lowest 1/3, students with disabilities, and Black and Hispanic males. These students will be identified through the use of EasyCBM as a screener.</p>	<p>. Tier 2 Students in Grades 3-</p>	<p>September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>AIS/RTI Team Members</p> <p><u>Implementers:</u></p> <p>Teachers who apply to work the after-school program, Special Education or Reading Licensed Teachers who apply to work the position, Classroom teachers</p>
<p><u>Parent Engagement:</u></p> <p>Parents of students who are identified in need of AIS services will receive a letter indicating the reason why their child will be receiving services. On an ongoing basis after major in class assessments, classroom teachers will send home Assessment Notification Forms. These forms will inform the parents how their child performed and</p>	<p>Tier 2 and Tier 3 Parents</p>	<p>September 2015-June 2016</p>	<p>Administration. RTI Teachers and Parent Coordinator</p>

areas in which the parents can help support their child.			

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.

Common Planning built into the school schedule, Cohort Meeting Time built into schedule,

We will use our Priority and Focus Funding for the following:

AIS After-school Grades 3-5 : 7 Teachers x 24 hours of per session February 2016-April 2016 Rally ELA and Math Rehearsals New York Ready ELA and Math books, , New York Ready Pre and Post Test. The general supplies bought for the program are pencils, pens rulers, dry erase markers, paper, note books, chart paper, markers and folders

AIS Period 0/ 9 : 3 teachers x 24 hours of per session March 2016-May 2016, Foundations Kits for all classrooms K-3, 1 Leveled Literacy Intervention Kit for Grades kindergarten, 1, 2 and 3

Imagine Learning: The 30 licenses for students who will use this computer based program during the school day during AIS sessions.

Grade 3-5 Tutoring : 10 Teachers x 9 Prep period coverage March 2016 – June 2016

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)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

A midpoint benchmark will be at the end of March. The progress will be measured by:

Easy CBM will be used as a progress monitor for both ELA and Math AIS students. In addition we will use Fountas and Pinnell running records, Interim assessments in Math and Writing which will be given 3 times per year.

The Imaginary Learning program monitors student progress at the end of each session. This data will be monitored to see the impact of the program.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Data Sources:</p> <p>The data for the goal in this Tenet was taken from the 2015 Framework for Great Schools Report. The school only received 35 points for the area “Parent Involvement In The School”.</p>		
<p>DTSDE Findings 6.4</p> <p>During our Priority and Focus Quality Review, classroom observations, team meeting and the principal’s meeting revealed that the school needs to “Enhance further the current support structures for all students and their families so that the effective work ensuring students’ academic and personal behaviors are maximized.”</p>		
<p>Recommendations 6.4 (Priority and Focus School Recommendations page 2) :</p> <p>In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should: “Build upon existing professional development opportunities provided to all school staff, especially parental Learning Leaders, on strategies to incorporate school goal of increasing academic vocabulary which will engage parents to support student success.”</p>		

Part 2 – Annual Goal

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

By June 2016 there will be a 10% increase in the “Parent Involvement In The School” score as measured by the Framework for Great Schools Report. This means our score will increase from 35 to 38.5

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Parent Engagement:</u></p> <p><u>Parent Workshop Series:</u></p> <p>Create a yearlong series of parent workshops which will focus on preparing children</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>Administration, Parent Coordinator, PTA President and Professional Development Team</p>

<p>for college, career and success in life after high school. The workshop topics will be: Common Core aligned ELA and Mathematics curriculum; Explorations in Science and our Science Fair; Common Core Aligned Assessments and the PARCC Assessments; Living a Healthy Life; Preparation for Middle School; Financial Planning and Supporting Parenting Skills; Career Training and Resume Writing for Parents</p> <p><u>Tuesday Parent Engagement Time:</u></p> <p>Use our “Tuesday Parent Engagement Time” to have teachers invite parents in for curriculum based workshops. During these workshops teachers will share the upcoming unit expectations for students. Teachers will also share strategies with parents on how they can help their children at home</p>			<p><u>Implementers</u></p> <p>All teaching Staff</p>
<p><u>Parent Engagement:</u></p> <p><u>Parent Workshop Series:</u></p> <p>Create a yearlong series of parent workshops which will focus on preparing children for college, career and success in life after high school. The workshop topics will be: Common Core aligned ELA and Mathematics curriculum; Explorations in Science and our Science Fair; Common Core Aligned Assessments and the PARCC Assessments; Living a Healthy Life; Preparation for Middle School; Financial Planning</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p><u>Point Persons:</u></p> <p>Administration, Parent Coordinator, PTA President and Professional Development Team</p> <p><u>Implementers</u></p> <p>All teaching Staff</p>

and Supporting Parenting Skills; Career Training and Resume Writing for Parents <u>Tuesday Parent Engagement Time:</u> Use our “Tuesday Parent Engagement Time” to have teachers invite parents in for curriculum based workshops. During these workshops teachers will share the upcoming unit expectations for students. Teachers will also share strategies with parents on how they can help their children at home.			
<u>Sub-Groups:</u> For this goal all sub-groups will be addressed since it encompasses all students	All Students	September 2015-June 2016	<u>Point Persons:</u> Administration and All Teachers <u>Implementers</u> Classroom Teachers and Students

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.											
<u>We will use our Priority and Focus Funding for the following:</u> Substitute Teacher Coverage Professional Development Planning											
<u>Fair Student Funding will be used for:</u> Food and beverages for the adults who come in to the school to present for our students on career day											
<u>Other Resources used:</u> schedule adjustments to allow each grade equitable time using the laptop carts, for the parent workshops we will need to purchase general supplies and ensure we have food and refreshments for the parents											
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)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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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.

1. At the end of each workshop we will have an evaluation form which will be completed by parents to assess the effectiveness of the workshop and to solicit ideas for other workshop topics .At the fall and spring Parent/Teacher Conferences, an online survey will be created and parents will be asked to take the survey in which one of the questions will be: “My child’s school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school”. We compare the results from the Parent/teacher Conference Surveys to the Learning Environment Survey to measure growth.
2. At the close of Career Day we will debrief with all the professionals who volunteered their time and survey them to unearth what went well and what were some areas for improvement. As a follow up with the students, we will ask them to write a brief synopsis of what are they doing in school now which will get them ready for one of the professions which was presented to them.

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)	Easy CBM	Foundations, Wilson, LLI, Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Writers' workshops, Guided Reading Technology Integration, Individual feedback, Multisensory reading instruction, Flexible schedule, Supplemental reading/writing, More intensive schedule/class change, Use of graphic organizers and checklists in writing, Use tracking	Small Group, 10:1, 6:1 or 3:10	These services are provided during and after the school day.

		<p>strategies for reading</p> <p>(ruler/finger/window) Provide</p> <p>templates for written work, Use</p> <p>word retrieval prompts / word banks</p>		
Mathematics	Easy CBM	<p>Use of Tiered Instruction from Go Math Program, Extended time/Wait time,</p> <p>Strategic seating, Differentiated</p> <p>instructional practices,</p> <p>Scaffolding,</p> <p>Flexible grouping, Technology</p> <p>integration, Individual feedback,</p> <p>Pre-teach/re-teach content and vocabulary, Use flexible groupings</p> <p>Provide review/lesson closure,</p> <p>Use manipulatives and models</p> <p>Use memory strategies</p>	Small Group, 10:1, 6:1 or 3:10	These services are provided during and after the school day.
Science	In School Assessments	Extended time/Wait time,	Small Group	During School

		<p>Strategic seating, Differentiated</p> <p>instructional practices,</p> <p>Scaffolding,</p> <p>Flexible grouping, Provide</p> <p>review / lesson closure Use</p> <p>manipulatives and models Use</p> <p>memory strategies</p>		
Social Studies	In School Assessments	<p>Extended time/Wait time,</p> <p>Strategic seating, Differentiated</p> <p>instructional practices,</p> <p>Scaffolding,</p> <p>Flexible grouping, Provide</p> <p>review / lesson closure and models Use memory strategies</p>	Small Group	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel team referrals	<p>School Psychologist</p> <p>SAT Team Social Workers</p>	Small Group or 1:1	During School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment :</p> <p>We have created a hiring committee that screens and interviews all potential candidates. This committee has created a series of questions that all potential candidates must answer on an in school interview. The candidate's answers are scored using a rubric. Then candidates with the highest scores are invited back for a second round of interviews and a meeting with the grade level team the vacancy is on. Once this part of the interview process is complete the committee makes their recommendation to the principal.</p> <p>Retention:</p> <p>We have several structures in place to retain staff once they are in our building.</p> <ul style="list-style-type: none"> • Common Planning on grade levels daily, • Grade Leader positions, which provide an opportunity for staff members to take leadership roles in the school • Professional Development survey at the start of the year so all staff has a say in the workshops they will attend whether provided centrally by the Department of Education, by the UFT Teacher Center, by our Network Support or by other professional organizations. • Twice a year in-house school survey in addition to the once a year DOE survey so their voices are heard • During two faculty conferences each year there are open sessions with administration so staff may ask questions and voice concerns <p>Assignments:</p> <p>On a yearly basis staff members are given preference sheets to indicate which grade(s) they would like to teach the following school year. Administration gives all staff members including paraprofessionals the opportunity to discuss the selections they have made. In addition, teaching staff provides input on the cluster positions and so are the options for the professional assignment.</p>

High Quality Professional Development:

To ensure that our staff becomes highly qualified, we will provide ongoing professional development within the building and set aside funds for staff that will need to continue their post-bachelor work. Within the building we have a UFT

Teacher Center, which provides ongoing professional development for all staff. The staff developer has sessions during the school day and after school that aligns to the school's yearly Professional Development Plan.

Another area of professional development comes through our CFN. Our CFN is providing professional development in the following areas this year: Common Core Aligned ELA and Math Instruction, ELL Support, RTI and PBIS. Staff members who attend out of school professional development are required to take notes and upon return to the school, share their notes and resources from the professional development session with their supervisor who will coordinate distribution of the information to all staff

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).

Principals:

The principal attends ongoing professional development offered by the companies who designed the CCLS aligned curriculum which the school has adopted. In addition this is supported through bimonthly professional development offered through the Network.

Teachers:

To ensure that our staff becomes highly qualified we will provide ongoing professional development within the building and set aside funds for staff that will need to continue their post-bachelor work. Within the building we have a UFT Teacher Center, which provides ongoing professional development for all staff. The staff developer has sessions during the school day and after school that aligns to the school's yearly Professional Development Plan.

Another area of professional development comes through our CFN. Our CFN is providing professional development in the following areas this year: Common Core Aligned ELA and Math Instruction, ELL Support, RTI and PBIS. Staff members who attend out of school professional development are required to take notes and upon return to the school, share their notes and resources from the professional development with their supervisor who will coordinate distribution of the information to all staff.

In addition, at the start of the school year staff set goals and are given a PD survey. Based upon goals and the survey, staff members are assigned to Network offered professional development. These plans are adjusted over the course of the school year based upon the observation and feedback cycle.

Paraprofessionals:

The school has reached out to the network to provide a professional development series tailored to the needs of the paraprofessionals and ensuring that they are trained in strategies that will help them provide access to the curriculum for the students they serve. These session will be held on Monday afternoons and after the initial 4 sessions a survey will be given to provide individual PD plans.

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.).

Our Pre-K program has adopted a CCLS aligned curriculum which will prepare the students for the Elementary School Program. In addition, on a monthly basis we have parent workshops where the parents are engaged in activities based upon the curriculum or other topics which are needed by the families. We also have a Kindergarten Open House which all of the families will be invited to.

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.

As part of the Danielson Pilot we were engaged in professional development on the use of assessment to drive instruction. We have provided teachers with many assessment options: conferencing, exit slips, pre, mid and end of unit assessments as well as interim assessments. During their common planning, the teachers decide which assessments are the best to use for their current curriculum unit. This decision is based upon the needs of their class and the curriculum being used. In addition we have created a Math Assessment team which will be creating and aligning the Math assessments which our school uses to each grade’s Common Core Standards.

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	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	378,590.00	x	x
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	71972	x	x
Title II, Part A	Federal	100,293.00	x	x
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,243,559.00	x	x

¹Explanation/Background:

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

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

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

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

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

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

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 189 X The Cornerstone Academy for Social Action** 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 189 X The Cornerstone Academy for Social Action** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 189
School Name Cornerstone Academy for Social Actions		

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 James Bellon	Assistant Principal Andrea Tucci
Coach Thea Krumme	Coach type here
ENL (English as a New Language)/Bilingual Teacher Evelyn Figueroa	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Marjorie Austin
Related-Service Provider type here	Borough Field Support Center Staff Member Kristy Dela Cruz
Superintendent Meisha Ross-Porter	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	378	Total number of ELLs	15	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 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	5
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14	0	4	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3		13		30	1	9		0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At PS 189 we use the Fountas and Pinnell (F&P) Benchmark Assessment kit to assess the reading skills of all our students across the grades, and teacher created rubrics based on the "Six Plus 1 Writing Traits" to assess writing. This year we are also using Easy CBM to assess all our students. We are using the program to assess our students at the beginning, middle, and end of the year. The program allows us to progress monitor our students in between assessment therefore we can target out instruction to their individual needs. As a part of our ENL program based on the information provided by the NYSESLAT, F&B and EasyCBM we create a plan to support each student across the content areas in the four modalities. Based on the results of these assessments we identify the needs of each student, which enables us to provide focused targeted support for them such as using Foundations to develop phonemic awareness and fundamental literacy skills for students in K-2 and beginners in 3-5, create targeted small groups, use intervention strategies in all content areas, and adjust mini-lessons to include ENL methodologies and strategies such as graphic organizers, and the use of technology (Smartboards). As we collect the data to inform our instruction and next steps for our ELLs we have gained the following insights on our students; our students need support with phonics, grammar, and vocabulary. In addressing these needs we have seen more of our students progress within a proficiency level and/or increase in proficiency as per the result of the NYSESLA.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
According to the data patterns across proficiency levels and grades, ELLs are continuously scoring higher in the listening and speaking sections. Although the RNMR ATS report is currently not available our ENL coordinator/teacher reviews the NYSESLAT and NYSITELL data annually and has found that most ELLs in grades K-5 need to strengthen their reading and writing skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
All our instructional decisions are based on the information collected from our school assessment and the needs of our students. The ENL coordinator/teacher works collaboratively with the classroom teachers during common planning times to provide instructional support such as scaffolds and strategies needed to support our ELLs progress. Due to the RNMR report not being available AMAOs can not be created and current patterns can not be assessed.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a: The patterns across proficiency levels indicate that our students generally move up a proficiency level each year and some of our students with learning challenges either remain at the same proficiency level or decrease in level as they move up in grade. Our ELLs in grades 3-5 received similar scores on the ELA and math exam compared to non ELLs. Most of our students do not take the state exams in their native language but the 1 child that did receive native language support during the math exam scored similar to non ELLs.

b and c: Our school is not currently administering the ELL Periodic Assessment

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

In P.S. 189 we use data to guide instruction for ELLs within the RTI framework by using the data collected from various assessments and collaboratively working together (teachers, administrators, and service providers) to create an instructional plan for our linguistically diverse student. Within the classroom, students are provided with scaffolding and ENL methodologies to access the curriculum and are also placed in targeted small groups based on their needs. All ELL students also use Imagine Learning, a computer based literacy program to support their language development. Students who continue to struggle are provided with additional support, such as: 0 and 9th period focused RTI groups and/or targeted small group instruction outside of the classroom for example Foundations groups, Wilson groups and LLI groups. When ELL students continue to struggle or demonstrate persistent difficulties and challenges despite high quality instructional supports and interventions, the student is presented to our Pupil Personnel Team for further targeted supports and/or special education evaluation.

6. How do you make sure that a student's new language development is considered in instructional decisions?

At P.S. 189 we use effective instructional strategies for our ELLs and consider the stages of second language development as we plan and deliver our academic instruction. Our instructional strategies include scaffolding, and ENL methodologies to help our ELLs access the curriculum. When possible we provide native language supports by administering the Spanish Lab to gain better insight on their L1 abilities. Additionally we provide glossaries, bilingual dictionaries, program consumable in native language (when possible), literature in L1, and use of technology for various reasons.

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?

We currently do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our program for ELLs based on a variety of assessment results both informal and formal. This includes teacher created assessments, program assessments, students observations and conferencing notes, as well as the results of both the NYSESLAT and New York State Assessments. Although the NYSESLAT changed for the 2014-2015 school year based on result the majority of our ELL students increased within a proficiency level or progressed from one proficieny level to another which is a clear indicator that our programs are successfully supporting their academic needs.

Part IV: ELL Identification Process

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

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

The identification process is conducted by a licensed pedagogue. In order to properly identify ELL students, The Home Language Identification Survey (HLIS) is administered by our certified ENL coordinator/teacher, or a designated pedagogue that is available to support when a student is initially registered at our school and their home language is a language other than English. Our ENL coordinator/teacher is our primary, licensed pedagogue who supports the families in completing the HLIS. When the ENL coordinator/teacher is unavaiaible we have a secondary group of designated, licensed pedagogues to assist the families in completing the HLIS. In the event that a family needs a specific language translator, our ENL coordinator/ teacher is bilingual and can support spanish speaking families. If the family needs a translator for a language other than Spanish a translator is contacted and if one is available, they will help with the HLIS. In addition to the HLIS, the ENL coordinaotor/teacher also conducts informal

interviews with the ELL students to determine their language of proficiency. Within the first 10 days of the students' registration, the students who are identified as being speakers of a language other than English are administered the NYSITELL and/or Spanish LAB by the ENL coordinator/teacher. Based upon the results of these test entitlement is determined and families are contacted via letter and/or telephone call.

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).

ELL students in elementary school rarely fall under SIFE but in the event that a student is identified as SIFE our ENL coordinator/teacher interviews the students family, administers the SIFE questionare, administer the LENS and administer the ELL assessment kit depending on the student's language abilities.

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 enters our school with and IEP will go through a specific intake process. The LPT which consist of will determine whether the student will take the NYSITELL. The team will base its decision on evidence provided by HLIS, an interview with the parent, the IEP and the student's academic abilities. Based on the information gathered the team will make an informed decision and notify the parent.

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 and non-entitlement letters are distrubted once students have been identified based on the NYSITELL and/or the information collected by the LPT. Letters are sent home via the student within 5 schools days after the NYSITELL .

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).

Based on the re-identification process, parents are informed of their right to appeal their child's ELL status during individual parent orientation meetings as well as the entitlement and non-entitlement letters that are sent home via the student. Parents are informed about the process they must follow to appeal and supported throughout the process.

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.

At the beginning of the school year, the families of all identified English Language Learner (ELL) students are invited to attend a parent orientation session, lead by the ENL coordinator/ceacher, the Parent Coordinator, and the Principal of ENL to welcome families to the school, to discuss the mission of the school, and to disseminate information about program choices (transitional bilingual, dual language, freestanding ENL). This parent orientation session is conducted within the first ten days of the beginning of the school year. After the initial discussion about the school, we have a break out session where the families of ELL students watch the program selection video in their language. Then the ENL coordinator/teacher speaks to individual families regarding the choices they can select from: Transitional Bilingual, Dual Language, or Freestanding ENL. At the end of the session opportunities for questions from the parents are allotted, and support is then provided to the parents so they can complete the Program Survey and Selection form and leave it with ENL coordinator/teacher. For those families who select freestanding ENL, ENL coordinator/teacher describes our program model and how it has worked for our school in detail to them.

The families of those students who are not able to attend the first session are contacted by the ENL Coordinator/Teacher and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment, within the first month of arrival. A second session is available if and when the need arises. Parents who select a program other than the program that is offered at our school, are given the option of: the ENL coordinator/teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. Over the course of the year the ENL coordinator/teacher and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment and when necessary the appeal process for re-identified ELLs.

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.

Parent Survey and Program Selection forms are distrubted once students have been identified as ELLs. Letters are sent home via the student with a return date which is three to four days of the date of distribution. The date of distribution falls within the first ten days of the school year, therefore parents that come to the parent orientation session can make an informed decision on which program

model best suits their child. Parent Survey and Program selection forms are collected at the end of the parent orientation session. For the parents that do not attend the orientation session, a one to one meeting conducted with the ENL coordinator/ teacher and the form is collected after the meeting. The ENL coordinator/teacher maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Home Language Surveys, Entitlement letter, Continued Entitlement Letters, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder which is located in the ENL coordinator/teacher's office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL coordinator/ teacher keeps a record of the all the forms sent to the parents in a binder. If the Parent Survey and Program Selection is not completed or returned the ENL provider makes every effort possible to collect the completed form by keeping a log of phone calls and letters sent to the parent requesting the completed form.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are sent via the student once the ELL students have been identified, and collaboratively placement has been decided.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL coordinator/ teacher keeps an HLIS binder in her office that includes copies of all ELL documentation for each child. She has a spreadsheet in the front of the binder will all the letters sent to the parents of ELLs as well as a checklist for each child contain the letters sent.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL coordinator/teacher prints out eligibility reports for the NYSITELL and NYSESLAT using reports from the ATS system. For the NYSESLAT, the ENL coordinator/teacher prints the RLAT report to identify students who are taking the assessment. The teacher then creates a schedule to administer each modality (listening, speaking, reading, writing) within the testing time frame and in accordance with the State testing schedule, creating ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with an Individual Educational Plan (IEP) are provided with the appropriate testing accommodations. A checklist is created to monitor that all ELLs were tested on each modality. Those students who were absent during the initial testing dates are scheduled to make up the exam. The NYSESLAT written portion of the test is scored using a team of eligible teachers within the school. All scores are transferred onto the appropriate grid and packaged for scanning.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Based of the results of the Spring 2015 NYSESLAT continued entitlement and transitional support parent notification are sent to the families of ELL students within the first 10 days of schools via the student.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms since we began as a school nine years ago, the trend is that parents select Freestanding ENL although we have had a few families that requested the transitional bilingual program or dual language program. We have placed the students in the freestanding ESL program at our school because they have opted not to send their children to a different school in the district that offers the program they selected. The students are also placed on a waiting list for the transitional bilingual program. Once we have 15 or more students whose family has chosen the same program in one or two consecutive grades we will open up a classroom to accommodate those students.

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.

In an effort to provide our ELL students with the required amount of English as a new language (ENL) instructional minutes as per CR Part 154.2 our school is following a push-in/pull out model. Our certified ENL teacher provides support to both students and the teachers in kindergarten through 5th grade during literacy instruction. ELL students in each grade/ classroom are paired as much as possible in each content area with a native language (if available) in heterogeneous cooperative groups that include students at mixed proficiency levels and academic levels, and at least one native English speaker. Our goal is to support our ELLs with effective English language learning experiences within a risk free environment. ELL students who participate in the pull-out small group sessions work cooperatively in heterogeneous groups that include mixed proficiency levels and grades. Former-ELLs will also be supported based on the mandated minutes following a push-model.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our certified ENL teacher pushes in and/or pulls out students according to the mandated minutes as per CR Part 154.2: Entering students receive 360 minutes of ENL instruction, Emerging students also receive 360 minutes of ENL instruction , Transitioning students receive 180 minutes of ENL instruction , and Expanding students receive 180 minutes of ENL instruction. Commanding students receive 90 minutes per week of additional supports intergrated in their ELA instruction from the ENL teacher. The ENL teacher uses ENL methodologies, best practices, and the Common Core Learning Standards to plan, support and deliver instruction.
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.

At P.S. 189 the content areas are delivered in English using best practices, and ENL methodologies throughout the day and when possible. Our school is currently using the Teachers College Curriculum in conjunction with a school developed curriculum for grades K-2 and Expeditionary Learning Literacy Curriculum for grades 3-5. These curriculums have instructional components to support ELLs. Both curriculums are comprehensively taught with Science and Social Studies infused in the content. In collaboration with the classroom teachers, the ENL teacher supports curriculum and instruction by reviewing and reinforcing content using ENL methodologies. A variety of ENL methodologies and instructional strategies are used including Total Physical Response (TPR), the Cognitive Academic Language Learning Approach (CALLA), and the Language Experience Approach (LEA) to make the learning accessible to our ELLs. In the classrooms, instruction is scaffolded and differentiated for ELLs. The materials used to support language acquisition, vocabulary development, higher order thinking skills, and to make the content accessible to ELLs at all proficiency level are visuals, realia, graphic organizers, technology (lessons, games, video clips), intervention programs such as Foundations for phonics, Imagine Learning, bilingual dictionary, and thesauruses and glossaries for math and science. Native language supports are also provided on an as need basis. To support ELLs in the pullout small groups the ENL teacher uses the data collected on each student and the curriculums used in the classroom to support the implementation and delivery of instruction and make the content accessible for the students while supporting them in achieving Common Core Learning Standards.

Our school is currently using the Go-Math Curriculum in grades K-5. This program supports our ELLs learning in that it follows the hands on approach, incorporates graphic organizers, manipulatives, and visuals to understand vocabulary and content.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are evaluated in their native language when possible. Our ELLs are able to take the Spanish LAB and to take the state mathematics exam in Spanish. Translators are available to support our students who speak languages other Spanish during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries when being assessed on local and state levels. ELLs who speak languages other than spanish have access to bilingual dictionaries, and content area vocabulary glossaries as well. We provide our students with translators when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs at P.S. 189 are appropriately evaluated in all four modalities (speaking , listening, reading, writing) of English acquisition throughout the school year by informal and formal assessment, observations and conferencing, modeling , following instructions, and writing activities. All students are assessed using NYSITELL, Spanish LAB, Unit test, Fountas and Pinnell, running

records, exit tickets, and NYSESLAT. Teachers target students specific instructional needs based on the assessments and activity outcomes to support students in the four modalities and drive instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

At P.S. 189, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

a. As of yet we have not had SIFE students at our school, but in the event that we do have SIFE students that enter our school we will provide them with in classroom support from the ENL teacher and other available providers. After assessing the student should he/she require additional supports we will plan accordingly.

b. Our ENL teacher provides our newcomers students with in classroom supports via planning with the classroom teacher, targeted small group instruction and the use of the Imagine Learning program. Lessons are made comprehensible with the infusion of realia, visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support.

c. ELLs receiving service for 4-6 years receive in classroom supports from the ENL teacher similar to that of the newcomers. ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials. Students also participate in targeted small groups during extended day.

d. As of yet we have not had long terms ELLs but in the event that we do have them in our school we will provide them with in classroom support, and AIS. After assessing the student should he/she require additional supports we will plan accordingly.

e. ELL students that have reached proficiency on the NYSESLAT are provided with in classroom supports from the classroom teacher and ENL teacher, and continue to work on the Imagine Learning program. They participate in small groups and are grouped according to their needs. Additionally they are provide with test modifications for the remaining 2 years .

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.

In the event that we should have a student who has gone through the re-identification process, the student's academic progress will be monitored through Easy CBM, and through formal and informal classroom assessments throughout the school year and the following year.

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?

Presently we have 4 ELL students with an IEP in the second grade Intergrated Co-Teaching (ICT) classroom. We also have 1 ELL students who are receiving special education services in a 12:1 bridge third, fourth, and fifth grade classroom. The classroom teacher, the special education teachers, and the ENL teacher work together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on NYSITELL and/or NYSESLAT results. Instruction is scaffolded and differentiated with the support of the ENL teacher (ENL-pushin program). Teachers model strategies and skills for reading and writing through mini lessons using strategies such as: think-alouds, KWL charts, graphic organizers, think-pair-share to build schema, and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Foundations is also used to provide students with explicit targeted phonics instruction.

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?

At P.S. 189 we use curricular, instructional, and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiation and using ENL strategies to enhance their learning. We use the pushin/ model to service the ELLs and the ENL teacher collaborates with the classroom teacher and special providers to address the students needs. ELL-SWDs have multiple opportunities to spend time with non-disabled peers. During the school day all students participate in lunch time and recess together depending on the grade level. ELL-SWDs are invited to the Sports and Arts After School program and our school's Academic After School Program. They are also invited to participate in our school's extra curricular activities such as: field day, our school's valentine dance, and game night as well as other school events

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

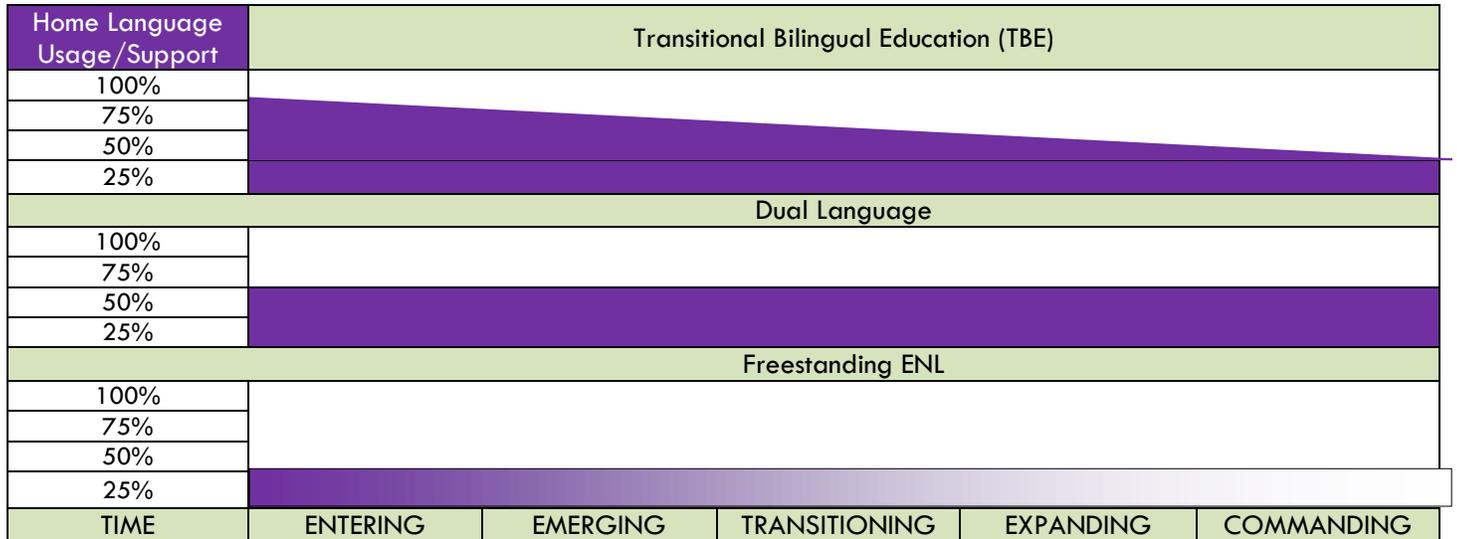


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Intervention programs for ELLs are offered during the school day, 0 and 9th period, and after school in English. The programs include: Wilson for students in grades 3-5, Foundations in grades K-2, and Fountas and Pinnell Leveled Literacy Intervention. ELL students who are identified "at risk" receive small group instruction based on their needs. All ELL students in grades 3-5 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. The after school program is taught by our certified ESL teacher and common branch teachers who plan collaboratively to ensure that ELL strategies are being used throughout the lessons to support the ELL students in their small groups. ELL students participate in these programs based on their results on the NYSESLAT, State Exams and classroom assessments

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

12. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

13. What programs/services for ELLs will be discontinued and why?

None

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 invited to attend our afterschool programs and to support them we hire a teacher with either and ENL license or a TESOL license tio work with them while in th eprogram.

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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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).

Our ENL coordinator and our parent coordinator reach out to the family to see what needs they may have. The families are then invited in to the school for a orientation where they can have questions and/or concerns addressed. For the first time we have a full tiome guidance counselor and part of her role will be to support these stduents and families as they transition to our school community.

19. What language electives are offered to ELLs?

Not Applicable

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. P.S. 189 provides professional development throughout the school year for our personnel in-house, as well as outside of the school. These professional development sessions are carried out through the school year for ESL coordinator, all teachers, general education, special education, guidance counselor, secretaries, and the parent coordinator. The professional development will be differentiated as needed, focusing in our population and their strengths and weaknesses. We monitor our data closely in order to provide better instruction and opportunities for our staff to grow as professionals. This year we will be dedicating a few of our professional development Mondays to topics with a focus on ELLs. Topics we are looking to discuss are the new ELL mandates, Oral language development and literacy development.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our school houses a UFT teacher center that supports our teachers with on-site professional development and resources to enhance instruction. The UFT teacher center also offers off site professional learning opportunities supporting all teachers to engage in learning the new standards and applying ESL methodologies to meet the need of all ELL learners. In the past our ENL teacher has participated in workshops provided by the CFN 606 and the DELLSS to keep abreast of the recent approaches, innovations in ENL instruction, and the Common Core Learning Standards. The ENL teacher continues to work collaboratively with the classroom teachers who attends professional development opportunities around the Common Core Learning Standards and new curriculums which were developed around the standards, and turnkey the information as needed during common planning times, and through professional conversations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our upper grade teachers and other school personnel support our students with the middle school selection process and transition by working closely with both the students and their families. Our ENL teacher provides support by explaining the importance of attending the middle school fairs to the students and their families as well as the transition. Translation supports are provided on an as needs basis. Most of our 5th grade students attend the middle school that is housed in the same building as our school, allowing our ENL teacher and the middle school ENL teacher to collaborate throughout the school year to ease the transition as well as support the students' learning.
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.

Through professional development opportunities offered in-house and off site to all our teachers to ensure that our teachers meet their required professional development hours this includes our ENL teacher. All teachers attending these professional developments keep an ongoing log of their hours.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ENL teachers will have annual individual meetings with parents of ELLs during the time set aside for parent engagement on Tuesday afternoons throughout the school year. ENL teachers will discuss student progress as well as assessment results. These meetings will be offered in the language preferred by the family. If families prefer Spanish our ENL teacher will offer the meeting in Spanish. If it is a language other than Spanish the Interpretation and Translation unit will be contacted for support.

Reponse to question 2: We will be keeping records of our meeting and/or phone calls by using call logs and sign in sheets that will be kept in the ELL documentation binder.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All school related information is disseminated to the parents of ELL students in English and their Native language when possible. In addition whenever there are meetings within the building we have staff members present to translate and if they are not available we reach out to the Intrepretation and Translation Unit to ensure that the Parents of our ELL students receive the information in the language they are most comfortable with. We have many activities scheduled throughout the school year that we include and extend an invitation to all our families such as: the Family Picnic in August, Back to School Night, school assemblies, evening events at schools, parent- teacher conferences, Parent-Teacher Association meetings and parents workshop on different topics for example on going workshops on supporting families with understanding the Common Core Learning Standards and how they can support their child/children at home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Currently our school partners with the Sports and Arts organization, which is an afterschool program for our students. Our ELL students are afforded the same opportunities and are invited to participate in all the programs activities. Our school also partners with the Cornerstone Program funded by Moshulo Montefiore Community Center which is another after school program housed in Boston Seore Housing that offers afterschool activities to all our families our ELLs.
5. How do you evaluate the needs of the parents?
The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school and through oral communication with our ENL coordinator/teacher and Parent Coordinator. We promote an open line of communication and support our families in the best way we can. Our bilingual ENL coordinator/teacher provides translation for our spanish speaking families. For our families who speak languages other than Spanish we seek the support of other school personal within the building or arrange for interpretation services to be provided.
6. How do your parental involvement activities address the needs of the parents?
Our Teachers and Parent Coordinator also conduct different workshops through out the year geared to help parents support their children in different academic areas at home. These workshops are created based upon survey results, the conversations that we have with parents and the work that students are expected to complete during the school year.

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:

Part VI: LAP Assurances

School Name: **Cornerstone Academy for Social**

School DBN: **11x189**

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)
James Bellon	Principal		9/15/15
Andrea Tucci	Assistant Principal		9/15/15
Majorie Austin	Parent Coordinator		9/15/15
Evelyn Figueroa	ENL/Bilingual Teacher		9/15/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Thea Krumme	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Meisha Ross-Porter	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11x189** School Name: **Cornerstone Academy for Social Act**
Superintendent: **Meisha Ross-Por**

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.learndoe.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.

An intake interview is conducted with each family during student registration at the beginning of the school year. During this interview, parents fill out the Home Language Identification Survey. The HLIS indicates the languages spoken at home and which language(s) parents prefer to receive notifications. This helps us to determine how best to serve the students and families of our community. It also allows us to gather information about the translation needs of our families. Our ENL coordinator/ teacher and our Parent Coordinator continue to communicate with families of students already enrolled to ensure up-to-date information regarding translation needs. Student Emergency Contact cards are available in English and Spanish. Monthly calendars are sent home to maintain the school-home connection.

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.

As of now parents prefer the following languages: English, Spanish, French

Part B: Creating a Communications Calendar

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

All letters to parents, the NYC DOE Citywide Behavioral Expectations, family handbooks, permission slips for trips and afterschool programs, event flyers, event invitations, class newsletters, monthly school calendars, and Robo call communications are sent in home in both English and Spanish

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.

3 Parent-Teacher Conferences, 1 back to school night, Tuesday parent engagement sessions, monthly parent workshops monthly Citizen of the Month breakfast events, disciplinary conferences, attendance meetings, all IEP meetings, guidance counselor meetings with parents, and daily parent conversations with parents and families

Part C: Providing Language Assistance Services

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

The School Secretary and ENL coordinator teacher translate outgoing letters into Spanish, the dominant language of many of the families we serve. The Parent Coordinator and teachers also utilize the Translation and Intrepretation Unit when possible. The Parent Coordinator works with Learning Leaders that volunteer to translate necessary documents into spanish. Our ENL coordinator/teacher also works one-on-one with teachers and families to translate documents, translate during meeting or whenever necessary.

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

The ENL Coordinator/teacher who speaks spanish is available to interpret and translate during family meetings and Parent-Teacher Conferences. For interpretation of languages other than Spanish, teachers will use over-the phone interpretersand providers from 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.)

In September, the staff will receive the Chancellors Regulation A- 663 on translation and interpretation. The staff will be given training on accessing translation and over-the-phone interpretation services from the translation unit, an Over-the-phone card, and a copy of the Parents Bill of rights will also be given to school staff. Staff members will also receive monthly e-mail reminders about the services the Office of Translation and Interpretation Unit offers

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

The Bill of Parent Rights and Responsibilities, which includes information regarding translation and interpretation services, will be distributed to families. In addition, signs notifying parents of translation services will be posted prominently in the main office, security desk, the parent information bulletin board and in the parent coordinator's room.

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)

We will use survey monkey to generate online surveys for our families. These surveys will be given to families in November, February and June.