



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

<b>DBN: (i.e. 01M001):</b>	<b>09X229</b>
<b>School Name:</b>	<b>I.S. 229 ROLAND PATTERSON</b>
<b>Principal:</b>	<b>EZRA MATTHIAS</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: EXPRESSION ACADEMY @ I.S.229 School Number (DBN): 09X229  
Grades Served: 6-8  
School Address: 275 HARLEM RIVER PARK BRIDGE BRONX, NEW YORK 10453  
Phone Number: 718-583-6266 Fax: 718-583-6235  
School Contact Person: DR. EZRA MATTHIAS Email Address: EMATTHI@SCHOOLS.NYC.GOV  
Principal: DR. EZRA MATTHIAS  
UFT Chapter Leader: Mrs. Veronica Uwanaka  
Parents' Association President: Mr. Shaeem Manigault  
SLT Chairperson: Ms. Josephine Thomas  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Mr. Shaeem Manigault  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 09 Superintendent: Mrs. Leticia Rodriguez Rosario  
Superintendent's Office Address: 1245 Washington Avenue Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

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

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Ezra Matthias	*Principal or Designee	
Mrs. Veronica Uwanaka	*UFT Chapter Leader or Designee	
Shaeem Manigault	*PA/PTA President or Designated Co-President	
Christine Turner	DC 37 Representative (staff), if applicable	
Nikesha Tharrington	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>	
Nelson Palacios	CBO Representative, if applicable	
Josephine Thomas	Member/Teacher	
Keila Vargas	Member/ Parent	
Nancy Johnson	Member/ Teacher	
Teean Wilkins	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Dr. Roland N. Patterson School, Intermediate School 229 is located along the Harlem River in the Morris heights section of the Bronx. The school is adjacent to Roberto Clemente State Park and River Park Towers Apartments which provides housing for 1, 654 families in four 44-story buildings and is home to the majority of the school's students. In the interceding years since the school opened in 1977, the population of the Towers and, consequently IS 229 has shifted dramatically. Demographically, the complex now mirrors the surrounding community in terms of poverty levels and associated social issues. Many of the families fall below federal poverty guidelines and significant numbers are recent immigrants.

IS 229 is now faced with meeting the needs of a student population that is predominantly poor and academically at-risk. As of June 19, 2015, the school serves 252 students in the sixth through eighth grades. According to the latest available information, 52% of the students are of Hispanic and 48% are African-American descent. Approximately 34% of the students (86) have Individual Educational Plans (IEPs) and receive the full continuum of services including self-contained instruction (56); and other related services (50) such as Special Education Teacher Support Services (SETSS) within the context of their general education programs. Additionally, 19% of the students (70) originally speak over ten distinct languages and are English Language Learners (ELLs). Of the ELLs, the vast majority (85%) are Spanish dominant. Officially, 100% of the students are eligible for free lunch. Many of the newly enrolled students are at Level 1 or 2 on standardized City and State Assessments in both English Language Arts and Mathematics. The student body is serviced by 53 professionals, including teachers, guidance counselors, social workers and administrators. All of the teachers are certified.

The open classroom that was viewed as an asset in the past has become one of the school's greatest impediments to the delivery of instruction. As a result of the lack of defined instructional areas, disruptions within one group could ripple throughout the floor resulting in a climate that is not conducive to meaningful instruction. The level of noise created by side-by-side classes, transitions between classes, and two separate lunch period occurring at different locations is becoming problematic. Sometimes they lead to an overall deterioration in the tone of the school. Intermediate School 229 shares the building with PS 274, a pre-K to third grade school and Public School (PS)230 the traditional feeder school , a fourth to fifth grade school, which occupies part of the ground floor and shares the auditorium and the first floor of the two-floor library. The remainder of the building belongs to IS 229. Each school has its own administration, schedules, and needs. As would be expected, the priorities of each school are not always mutual.

### **Mission Statement**

Our mission is to create a challenging learning environment that encourages students to express and achieve their greatest potential. We deliver a diverse and integrated curriculum that reaches across all disciplines at all grade levels. Students are encouraged to meet academic challenges with openness, critical thinking and creative problem solving. We promote an atmosphere of cooperation and a can-do spirit, with respect for individual differences and community values. We strive to have our parents, teachers, and community members actively involved in making student learning as rich and fulfilling as it can be.

A big highlight of the school year was the establishment of the IS 229 Food Bank. The I.S 229 Food Pantry opened on Friday, January 16, 2015 with a grant from the New York City Food Bank. We began with the intentions of servicing I.S 229 families who are in Temporary Housing. When the word was passed along we discovered the need was greater. We

are now service families (seniors, adults and children) from all three schools on the X229 campus. To date over 160 children, 127 adults and 3 seniors were fed.

Classes 601 & 701 participate in a unique partnership with the American Composers' Orchestra. These classes have a high population of English Language Learners and former ELLs. The "Percussion Ensemble" is a unique program that incorporates drumming, rhythmic composition and notation, chorus, song writing and sight reading. IS 229 has a thriving drama program, and is the only middle school in the Bronx that is a member of the Thespian Society.

In addition to the traditional benefits of music education, our ELLs benefit from having English reinforcement through a variety of modalities. The students are utilizing both production and receptive skills. The rhythmic notation also reinforces Math skills in a context beyond the Math class. Other partners include PENCIL who is helping our school development a brand identity. Wingspan Arts is also partnering with IS 229 to engage all sixth grade classes in a multidisciplinary Arts Program on site with a teaching artist. Students will learn modern, hip hop, and Latin dancing to support physical fitness. The Engrade electronic program is used school-wide to effectively monitor student progress, track student data, and increase parent communication through e-mails, class newsletters and websites.

IS 229 also has a thriving Academic and Personal Behavior program implemented by four teachers. The program is operated by Eskolta Inc., The four teachers "has shown incredible success in changing students' mindsets and anecdotally their persistence and follow-through in class. Eskolta is hoping to show through our analysis that this has translated to improvements in course grades."

## 09X229 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	250	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	38	# SETSS	14	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	11	# Drama	1
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.1%	% Attendance Rate			90.0%
% Free Lunch	88.5%	% Reduced Lunch			2.4%
% Limited English Proficient	22.1%	% Students with Disabilities			36.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			45.2%
% Hispanic or Latino	54.8%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.6%	% Teaching Out of Certification (2013-14)			16.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.84
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.1%	Mathematics Performance at levels 3 & 4			13.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			26.2%
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			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	2.5
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.	2.5
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.	3.0
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.	3.0
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b><u>STRENGTHS</u></b></p> <p>Distributed leadership structures are in place so that teachers engage in structured professional collaborations on teams and consistently analyze assessment data and student work.</p> <p>Teachers provide common performance based end-of-unit assessments to assess progress towards goals, regularly check for student understanding, and use student self-assessment.</p> <p>School administrators have developed structures to communicate and monitor implementation of expectations and provide training to staff to support set expectations. Teachers provide oral and written feedback on student progress towards school expectations connected to college and career readiness.</p>		
<p><b><u>NEEDS</u></b></p> <p>English Language Arts is aligned to the Common Core Learning Standards and staff members are beginning to align the social studies and science curricula to content standards. While some curricula planning are designed to give a diversity of learner’s access, academic tasks and planning across content areas is not consistently rigorous.</p>		

Instructional practices do not regularly incorporate effective questioning, use of multiple entry points, and discussion strategies.

These findings on our needs came from sources such as low inference observations conducted by supervisors; the Principal Performance Observation conducted by the Superintendent; the 2015-16 School Quality Review findings and walkthrough conducted by staff and CFN 211 network staff.

## **Part 2 – Annual Goal**

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

### **Instructional Goals**

- By June 2016, there will be a 3% increase of all students achieving at or above proficiency level, as measured by the 2015-2016 New York State English Language Exam.
- By June 2016, the subgroups **English Language Learners (ELL's)** and **Students with Disabilities (SWD's)**, will demonstrate progress towards achieving state standards, as measured in, an increase in growth percentiles on the 2015-2016 NYS examinations including math, science and ELA.
- By June 2016, there will be a 3% increase of students in Grades 6 achieving at or above proficiency level, as measured by, school wide Grade 6 **Go Math Unit Assessments`** and , school wide Grade 7-8 **CPM3 Unit Assessments..**
- By June 2016, Social Studies and Science teachers will revise curriculum maps and lesson plans to ensure alignment to the CCLS and introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content, as evidenced in curriculum maps and lesson plans.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>During Implementation teachers will include performance-based tasks in core content areas; close reading of texts, attention to academic vocabulary, convention and organization.</p> <p>Within the classrooms teachers will pose open ended scaffold questions that build on and use students' responses to questions, and challenge students to justify their</p>	<p>All staff vertically differentiated by content area]</p> <p>All teachers differentiated by content area</p> <p>All staff vertically differentiated by content area</p>	<p>September 2015-May 2016</p> <p>October 2015-January 2016</p> <p>September 2015-May 2016</p>	<p>Assistant principal</p> <p>ELA/Math Coach</p>

reasoning as well as the reasoning of others.  All students, even those who do not volunteer, will have sufficient time to think and rationalize their thinking to responses. Teachers will step out of the central mediating role and allow the learner to control the discussions.			
Teachers will utilize Universal Design for Learning strategies and techniques that incorporate technology to present content in various ways as well as to offer more options and alternatives so that all students can master the content.	All staff vertically differentiated by content area	September 2015-May 2016	Assistant principal  ELA/Math Coach, District Support Staff
Classroom libraries will be established in all classrooms including special needs and ELL. The new student program will have a second literacy block for writing. The block will be a 45 minutes once a week, ELA skills period.	All staff vertically differentiated by content area	September 2015-May 2016	Assistant principal  ELA/Math Coach, District Support Staff
Teachers will provide instructional strategies that promote student centered instruction, including engagement in high quality discussions: student initiating and formulating questions, students responding to peer inquiries and promoting sufficient wait time for student responses.	All staff vertically differentiated by content area	September 2015-May 2016	Assistant principal  ELA/Math Coach, District Support Staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Go-Math materials, CMP3 materials, Expeditionary learning, Computer technology, Engrade, Professional Development (Mondays 80 minutes; Tuesdays 35 minutes plus 40 additional minutes every other Tuesday; math and ELA articulation teams will lead sessions

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>After each administration data on student performance will be disaggregated by sub-group and grade and analyzed and patterns. The findings will be used for modifying curriculum maps, units and daily lesson plans. In addition, students' academic goals will be recalibrated to reflect where they are.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	2.5
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.	2.5
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.	3
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.	3
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>There is a need to continue maintaining a culture of and positive attitudes that supports the academic and personal growth of students and adults.</p> <p><u>Strengths</u></p> <p>During the additional parent engagement sessions provided by the DOE and parent teacher conferences school leaders and teachers communicate the expectations of the school community regarding high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards towards college and career readiness.</p> <p><u>Area for improvement</u></p> <p>All staff must better utilize common planning and professional learning communities for data analysis, analysis of student work, sharing of best practices and strategies, discussion of the eight Danielson’s competencies, alignment of lesson planning, and collaboration with ESL and SWD teachers to come up with multiple entry points for all students through universal design for learning principles</p>		

**Part 2 – Annual Goal**

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

- By June 2016, all teachers in Grades 6-8 will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching, as evidenced in lesson plans and performance tasks.
- By June 2016, all teachers in Grades 6-8 will incorporate instructional practices and strategies into daily lesson plans to promote high levels of student engagement and inquiry, as evidenced in curriculum maps and lesson plans.
- By June 2016, the number of behavioral incidents and suspensions will decrease by 5%, as evidenced in, the OORS reporting system.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>◆ Staff will attend professional development and workshops that offer trainings on College and career readiness efforts to improve student performance toward attaining proficiency of Common Core standards (setting high expectations, student goals and ownership of their learning, students understanding of what they are required to know and be able to do to be promoted</p>	<p>All staff</p>	<p>September 2015-May 2016</p>	<p>Assistant principal  ELA/Math Coach, District Support Staff</p>

<ul style="list-style-type: none"> <li>The <u>Engrade</u> electronic program will be used school-wide to effectively monitor student progress, track student data, and increase parent communication through e-mails, class newsletters and websites.</li> </ul>	All staff	September 2015-May 2016	Assistant principal  ELA/Math Coach, District Support Staff
<ul style="list-style-type: none"> <li>Teachers will become familiar with all school policies and procedures and follow them.</li> </ul>	All staff	September 2015-May 2016	Supervisors
<ul style="list-style-type: none"> <li>Classroom management and student support: teachers will be confident in their classroom management skills and aware of support systems in the school.</li> </ul>	Staff MOTP rated I or D on DFFT	September 2015-May 2016	PD Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Go-Math materials, CMP3 materials, Expeditionary learning, Computer technology, Engrade, Professional Development (Mondays 80 minutes; Tuesdays 35 minutes plus 40 additional minutes every other Tuesday; 45 minute block built into teacher programs; Supervisors and PICs will lead sessions.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
After each administration data on student performance will be disaggregated by sub-group and grade and analyzed for trends and patterns. The findings will be used for modifying policies and procedures, professional development priorities and surveying student and parent level of satisfaction with experience at school. In addition, students’ academic goals will be recalibrated to reflect where they are. Parent satisfaction level of over 75 percent culled from customer surveys will be a benchmark that programs are having an impact on students’ educational experience.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	3
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.	2.5
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.	2.5
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).	3
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
There is a need to consolidate and sustain staff engagement in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on student learning.		
<b><u>Strengths</u></b>		
<ul style="list-style-type: none"> <li>Distributed leadership structures are in place so that teachers engage in structured professional collaborations on teams and consistently analyze data and student work.</li> </ul>		

**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, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
<ul style="list-style-type: none"> <li>A majority of staff (over 80 percent) will engage in inquiry-based, structured professional collaborations that will strengthen staff instructional capacity and promote the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners.</li> </ul>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<ul style="list-style-type: none"> <li>• Teacher will use APB growth mindset strategies. Their feedback will be specific, descriptive and understandable. They will not use praise like “good work” or “good job” or criticism like “unacceptable” . . . “you get a zero.” Prepare students to be able to 1) be comfortable comfort with revising their work 2) embrace the idea that even the strongest writer in room will have an area of growth 3) and actively discuss strategy choices during class</li> </ul>	<p>All staff</p>	<p>September 2015-May 2016</p>	<p>APB Team</p>

• Teachers will continually adjust lessons for clarifying confusion in order to provide for needs of specific learners.	All staff	September 2015-May 2016	PICs

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
After each administration data on student performance will be disaggregated by sub-group and grade and analyzed and patterns. The findings will be used for modifying curriculum maps, units and daily lesson plans. In addition, students’ academic goals will be recalibrated to reflect where they are.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
APB training, monitoring and support will be tracked. A growth mindset survey will be administered during the fall and spring to assess percent of students who experience a positive change in growth mindset. Adjustments will be made based on the level of observed positive change during the period between fall and spring.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>After each administration data on student performance will be disaggregated by sub-group and grade and analyzed and patterns. The findings will be used for modifying curriculum maps, units and daily lesson plans. In addition, students’ academic goals will be recalibrated to reflect where they are.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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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.

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

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**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.

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Over 60 percent of students are identified for AIS based on their scores on the state standardized tests. Although the intensity of the services will vary, based on individual needs of students; all grade 6-8 students performing at level 1 and 2 will be served.	AIS classes, tutoring will be offered: strategies will include opportunities for students to revise writing for improvement, daily writing with clear, consistent expectations for acceptable writing in every content area.	Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5	During and after school
<b>Mathematics</b>	Over 55 percent of students are identified for AIS based on their scores on the state standardized tests. Although the intensity of the services will vary, based on individual needs of students; all grade 6-8 students performing at level 1 and 2 will be served. AIS math will stress literacy skills such as information and understanding and critical analysis. In addition, focus will in areas students are most weak. These areas are reasoning, modeling, ratio and proportion.	AIS classes will include short and long term investigations. Students will also center on specific tasks such as learning how to observe, listen, and respond in mathematics. Across grades 6-8 students be given performance based assessments and standardized evaluations.	Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5	During and after school

<b>Science</b>	Students who score 65 or below on units tests.	Students will be offered more laboratory experiences, peer tutoring by high achieving colleagues, after school tutoring and additional performance tasks that require the use of the scientific method.	Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5	During and after school
<b>Social Studies</b>	Report card grade and teacher evaluation. A student's report card grade below 65 percent automatically receives AIS services.	Teachers will use social studies materials for reading assignment; conduct classroom discussion of materials being studied; pay close attention to vocabulary; and daily writing with clear, consistent expectations for acceptable writing.	Based on teacher recommendation, tutoring group ratios will vary from 1:15 to 1:5	During and after school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services go to students who are overaged, poor attendance, high incidence of cutting and in violation of school rules and failing major subjects	Counselors will provide continuous feedback to parents via phone calls; letters, conduct sheets and emails; provide small group counseling 1:5; provide tutoring 1:1 – 1:5; provide resources to parents; interface with external agencies on behalf of students and parents – health clinics and other organizations; involve school based support team when needed.	Data driven approach	During and after 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.		
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.
<ul style="list-style-type: none"><li>• Through daily interface with Office of Teacher Recruitment and Quality the school will place a majority of certified staff. Beginning in May 2015 and continuing throughout the summer, the school principal and designees including PICs and other senior staff attended Office of Teacher Recruitment and Quality Job fairs conducted citywide and by borough. The school also advertised through word of mouth and professional networking with colleges to obtain the services of qualified candidates. To retain the candidates selected, school host a series of summer induction opportunities for candidates to do demonstration lessons, get to know the school, students and the community served. Candidates reported that these opportunities helped them.</li></ul>

#### 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).
<ul style="list-style-type: none"><li>• As identified by staff, the following three topics are highest priority for professional development: 1) effective implementation and use of new program in literacy (expeditionary learning), math (CMP-3/Go-Math), social studies (scope and sequence) and science and art (New standards). In addition, all staff members will receive training in the following: developing student portfolios, creating rubrics for scoring student work, the writing process, implantation of the SPED continuum, interdisciplinary instruction in content areas and class and time management. Administrators will participate in all school-based PD activities such as supervision of instruction, launching instructional initiatives, data analysis and using data, time management and developing PLCs through action research groups, effective meeting strategies and support for parents and community members.</li></ul>

### 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).

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**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.).

**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.
School representatives such as school mentors, supervisors, coaches, and support staff,  Principal, Assistant Principals and Teachers responded to a self-evaluation survey based multiple constructs from the quality review and other accountability measures. The survey results are triangulated to identify staff perception of what the school is doing well and what the school needs to improve. The staff development committee consisting of content area teachers and supervisors met weekly in teams to identify best practices aligned to the Quality review Rubric and the DFFT. Results were compared with findings from the school’s most recent official SQR, marking period grades, Measures of Student Learning (MOSL), Low Inference Observations, and the 2015 PPO to isolate patterns of underlying strengths and weaknesses in our academic programs. For example, CMP-3 Math lessons were modified to assist students unable to compute fractions, decimals and whole numbers.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	186,266.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,094,315.00		

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

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Dr. Roland N Patterson School</u>	DBN: <u>09X229</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>32</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ The English Language Learners (ELL) population at our school has consistently performed better on the Listening and Speaking section of the New York State English as a Second Language Achievement Test (NYSESLAT) exam than on the Reading and Writing section of the exam. The 2012 NYSESLAT data indicates 64% of our ELLs were Proficient on the Speaking and Listening section, 21% were Proficient on the Reading and Writing section and 21% were Proficient overall. What we've also noticed is that over the past two years nearly all of our students who progressed to the Advanced or Proficient levels were also Level 2s on the 2010 and 2011 state English Language Arts (ELA) exams. Similarly, the Advanced students in our current 6th grade ELL cohort are all Level 2 and one student is a Level 3. There is no direct correlation for our between NYSESLAT and math data. However, 42% of our ELLs performed at Level 2 or better on the 2012 state math exam.

The direct correlation between the NYSESLAT and ELA data indicates we need to target students' reading comprehension skills and writing skills to move our Level 1s to Level 2 and to move our Level 2s to Level 3 and above. Moreover, the demands of the Common Core Learning Standards and the shifts in ELA and math dictate that we focus our attention on close reading, domain specific vocabulary, textual evidence and real world math.

To address our students' needs we intend to implement all ELL Saturday Academy from November to March for a total of 18 sessions. One certified ESL teacher and one math teacher will provide four hours of instruction in English for 28 ELLs in grades 6-8, who are primarily intermediate and advanced students. The teachers will teach two groups—A and B. While group A receives math instruction, group B receives reading/writing instruction. Our goal is to improve our students' performance on the ELA and the NYSESLAT by one level.

We will purchase 28 licenses for Kaplan's Smart Tracker online program. The students will use the Smart Tracker program to improve their reading comprehension skills and math skills. We will allocate towards the cost of hiring a Kaplan consultant to train the two teachers in the use of the program. In addition, the ESL teachers will use NYSESLAT practice materials. We will also allocate for additional Spanish/English dictionaries and French/English dictionaries.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \_\_\_\_\_ As we align our instruction to the Common Core Standard for math, literacy and literacy in the content areas our professional development will focus on a) designing rigorous performance tasks, b) imbedding literacy in the content areas and) strengthening students' vocabulary. We intend to engage in the following professional development activities:

1) \_\_\_\_\_ ESL Study Group: Four content area teachers and the lead ESL teacher will meet for two-hour after school sessions once a week for 10 weeks to discuss and implement effective instructional strategies for ELLs. The group will use the text Teaching English Language Learners Across Content Areas

### Part C: Professional Development

by Judie Haynes which will be purchased with \$90 of the Title III funds.

2) Professional Learning Communities: ELA and math teachers will analyze ELA and math performance tasks twice a month using the text Looking Together at Student Work by Tina Blythe, David Allen and Barbara Scheffelin. Twelve copies of the text will be purchased with \$244.25 of the Title III funds.

### Part D: Parental Engagement Activities

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

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

Begin description here: Begin description here: Parent engagement has always been a challenge for us as a middle school, particularly when we focus on the engagement of our ELL parents. One way we intend to increase the level of engagement is by empowering ELL parents to take a more active role in their child's education. The administration, staff, the Parent Coordinator, the Parent Association and our community partners will work collaboratively to provide workshops for ELL parents including:

- 1) Homework Help: Tips for ELL Parents
- 2) Common Core Shifts: What ELL Parents Need to Know
- 3) Family Literacy: Improving Stamina and Building Vocabulary
- 4) Real World Math: What Do I Already Know

These workshops will take place on Saturdays or after school for 2-3 hours. Staff members who speak the parent's native language will be available to translate the information presented and to address parents' concerns during each workshop. We have budgeted \$75.75 to cover the cost of workshop materials and refreshment for parents.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	<u>0</u>	<u>0</u>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	<u>0</u>	<u>0</u>
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>229</b>
School Name <b>Expression Academy</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Dr. Ezra Matthias</b>	Assistant Principal <b>Ms. Janet Smith-Hackshaw</b>
Coach <b>Ms. Lissette Torres</b>	Coach <b>Mr. Hugh Fletcher</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Lucy Osakwe</b>	School Counselor <b>Jamie Roure</b>
Teacher/Subject Area <b>Nedjra Manning/Social Studies</b>	Parent <b>Fatoumata Diallo</b>
Teacher/Subject Area <b>Angel Brown/Special Education</b>	Parent Coordinator <b>Ms. Christine Turner</b>
Related-Service Provider <b>Jacqueline Grosvenor</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>265</b>	Total number of ELLs	<b>54</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	54	<b>Newcomers</b> (ELLs receiving service 0-3 years)	35	<b>ELL Students with Disabilities</b>	22
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	35	1	12	15	1	5	4	1	5	0
<b>Total</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							19	13	14					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						0
Haitian														0
French									2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		2					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	1			0
7	10				0
8	10				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	17								0
7	9		2						0
8	13		1						0
NYSAA									0

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Students are assessed using a variety of diagnostic, formative, and summative data. In addition to the ELA exam and the NYSESLAT exam, students' literacy skills are assessed using running records. Additional data is collected from the BOY assessment reading and writing assessments aligned with the CCLS. Ongoing data is collected in order to ensure that students are making progress. This data is collected from tasks in all content areas, BOY reading and writing assessments, additional administrations of running records, reading conferences, and teacher made assessments. All data is used to differentiate unit and lesson plans, create targeted intervention groups, and identify areas of study for our professional learning communities.

The patterns across proficiency levels and grades show a clear deficiency in writing and reading. Students also perform weakest in the areas of gathering meaning from written material, vocabulary, grammar, and phonemic awareness. The strongest modalities in this population are listening and speaking. The deficiencies in reading and writing also hinder progress in Science, Social Studies, and Math and students must be provided with rigorous instruction that includes research-based ELL strategies such as differentiated instruction, scaffolded work, and vocabulary instruction.

Students must also receive targeted intervention that will address the needs of specific subgroups such as long term ELLs, SIFE students, and students with disabilities. According to running record assessments, the majority of our current SIFE and LT ELL students are reading at a 2nd grade level lower. Further analysis of classroom assessments proved that the SIFE and LT ELL students at all reading levels need more intensive work in the areas of vocabulary acquisition, phonemic awareness, and reading comprehension which will be provided through the literacy program, Sound Reading Solutions, and guided reading groups. Additionally Science and Social Studies teachers will engage in professional study groups focused on reading non fiction texts, writing evidence based essays, and teaching vocabulary. Literacy teachers will engage in study groups about close reading of rigorous texts with the end goal of improving reading comprehension and vocabulary acquisition.

The implications of this data for the school's instruction are to apply all our resources to identify and minimize the academic areas

where students struggle and reinforce the areas where students show strengths, so they might demonstrate gains in all academic areas and on all required standardized tests: the ELA, the State Math test and the NYSESLAT. Students' specific needs will be continuously monitored through assessments and the data will be used to modify classroom instruction and intervention services.

The assessment tools we use to assess literacy skills are the ELL Periodic Assessment, Fall and Spring, teacher-generated common core aligned assessments and a writing baseline. The ELL Periodic results indicate that most of our ELLs are reading two grades. Most of our ELLs with special needs tested below 50% in each of the three categories--reading, vocabulary, and comprehension--assessed on the ELL Periodic Assessment. Based on this data, the ESL teacher knows what to target when providing instruction for ELL students and ELA teachers know what to target when providing small group instruction. This information will help inform the school's instructional plan by identifying large populations at the entering and low intermediate levels, which has resulted in assigning two certified ELA teachers to work collaboratively with our ESL teachers. It has provided us the opportunity to modify the curriculum in order to differentiate instruction to meet the needs of all ELLs. We have also assigned targeted pedagogues to attend professional learning cycles focused around curriculum and teaching ELLs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Our 2015 NYSESLAT data reveals that most of our students develop their listening and speaking skills in English at a faster rate than they develop their reading and writing skills in English. Based on the NYSITEL and NYSESLAT results, 50% of our 6th grade ELLs, 33% of our 7th grade ELLs, and 33% of our 8th grade ELLs are at the beginner level, respectively. None of our 6th grade ELLs are at the intermediate level, but 25% of our 7th grade ELLs and 33% of our 8th grade ELLs are at the entering and emergent levels. At the 8th grade level, none of our 8th grade ELLs are at the advanced level, but 50% of our 6th grade ELLs and 45% of our 7th grade ELLs are advanced. Two of our ELLs in the 6th grade, four in the 7th grade, and three in the 8th grade became proficient in the Spring of 2015. The ELLs continue to perform at least one proficiency level higher on the Listening and Speaking portion of the NYSESLAT than the reading and writing portion.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO information guides us in using effective curricula for ELLs and searching for professional development opportunities to help teachers effectively instruct ELLs. The data reveals that we need to closely monitor the progress of our ELLs by tracking their success in moving toward the expanding and commanding levels on the NYSESLAT and moving toward proficiency on the NYS Math and ELA assessments.

4. For each program, answer the following:

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

The pattern across performance levels and grades is that there are similarities between entering and emerging ELLs. They are still within the lowest proficiency levels in ELA and Math. The results are used for grouping after each assessment. We are using the results of the ELL periodic assessments to differentiate instruction in order to meet the needs of all ELLs. Instruction continues to be given in both the native language and English to scaffold the acquisition of the new language.

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](#).]

All ELL students receive strong core instruction (Tier I). When a student does not show sufficient progress, Tier II strategies are implemented by the teacher usually within the classroom in the form of differentiation or in weekly labs. Student progress is monitored and adjusted as needed by the student. If with Tier II intervention the student is still not making adequate progress, intensive targeted intervention is provided in small group settings during school, afterschool, and on Saturdays. Progress is continuously monitored and instruction is adjusted according to student progress. Students are identified for intervention because ELL data is collected on an ongoing basis. ELL data is analyzed and students are provided with different tiers of intervention services as needed. The school has a school wide interdisciplinary team that includes a teacher, administrator, guidance counselor, attendance worker, and counselors who analyze student needs based on teacher referrals and assessment data. The school also has grade level interdisciplinary teams that meet every week to plan instruction based on data gathered from the week's classwork and assessments.

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

The data indicates that the ELLs continue to progress in listening and speaking at a faster rate than in reading and writing. We need to provide more opportunities for the ELLs to strengthen their reading and writing skills in English. Their skills will be strengthened by providing more opportunities for ELLs to: 1) read non-fiction texts, 2) produce more informational writing pieces aligned with the Common Core Standards, 3) use the Academic Vocabulary Toolkit to strengthen vocabulary development, 4) use Thinking Maps as tools for note taking, to organize their thinking before they write, and/or give oral presentations and 5) content-area lessons are taught using the six main types of instructional scaffolding techniques (bridging, contextualizing, schema building, text representation, metacognitive development, modeling). Use of the e/s dictionary see work in their native language (side by side) We continue to

research instructional materials to support our ELLs as they acquire their second language. SIOP model.

Teachers analyze the needs of students by analyzing the ELA and Math state exam results, NYSESLAT data, and diagnostic data. This information is used to create a whole picture of each student's needs in relation to learning English. Based on this data teachers adjust their unit and lesson plans to meet each student's needs. Teachers differentiate their lessons for individual students or groups of students depending on the student's demonstrated need. Teachers provide vocabulary and language scaffolds, small group lessons targeting students' specific language needs, leveled texts, instruction on close reading, and sentence starters. Student data on second language development is also used to determine what intervention programs are needed. For example, currently we have a group of students who require intensive work in phonemic awareness so those students are using a research based program to address these needs. We have another group of students who are long term ELLs who need support in using sophisticated language in writing text dependent essays about non fiction articles in their second language. After researching available programs we found that ThinkCerca was aligned with the students' needs. Students' language development is monitored through ongoing assessments and instruction is modified as students' needs change.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

The 2015 ELA results revealed greater consistency with students' performance on the 2015 NYSESLAT. More than 90% of the ELLs at the entering or low intermediate level are level 1s and more than 90% of the ELLs at the expanding level are Level 2s. Currently, none of the ELLs are level 3s or 4s, and only 4% are level 3s in math. Throughout the year, we will continue to use quantitative and qualitative data to determine the success of our ESL program. The quantitative data will include: 1) the percent of ELLs meeting or exceeding the standards on the NYS ELA, Math and Science exams, 2) the percent of ELLs making at least one year of progress on the NYS ELA and Math exams, 3) the progress students make as per the data from the Periodic assessments, and the writing assessments, 4) the percent of students who earn a proficient on the NYSESLAT, 5) Report Card grades, 6) Common Assessments, 7) the percentage of ELLs meeting AYP. Our qualitative data will include 1) students' ELA portfolio, which includes a variety of writing samples, 2) teachers' evaluation of ELLs progress, 3) feedback from ESL staff on the effectiveness of the ESL program, and 4) feedback from ESL students and parents on the effectiveness of the ESL program.

## 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.

A licensed ENL teacher of the school conducts an informal interview and administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English.

For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

Within 5 school days of ELL determination, the school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language):

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Identification and placement are completed within 10 days as per parent choice.

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).  
Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are Newly identified ELLs, and
- In grades 3 to 9, and
  - At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results
- If during the ELL identification process a licensed ELL teacher determines that there are indicators that the student has had an interruption or inconsistency in their formal schooling, he begins the SIFE Identification process. Within 30 days of enrollment, a licensed ELL teacher conducts an oral interview questionnaire and the LENS, if applicable. The SIFE Oral Interview Questionnaire consists of 4 parts with questions designed to determine if the student has had continuous formal education. Mr. Amador uses data from the questionnaire, interview, and teacher reports to determine SIFE status. If within one year it is determined that the student is not SIFE then the SIFE status is changed.
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).
- NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of
- \_A school/district administrator
  - \_A certified teacher of English to speakers of other languages
  - \_The director of special education or individual in a comparable title (or his or her designee)
  - \_The student's parent or guardian
- A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years (see categories 1 and 3 on page 8).
1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:
    - The result of Step 1 (see above)
    - The student's history of language use in the school and home or community
    - The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
    - Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English
  2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English
    - If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
    - If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review
      - The principal must accept or reject this recommendation
      - o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student
      - o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The members of the team are the Hugh Fletcher (ENL Teacher), Lucy Osakwe (ENL Teacher), Angel Brown (IEP Teacher), Simson Alexis (Assistant Principal overseeing Special Education), Jamie Roue (Social Worker), Ingri De La Cruz (Guidance Counselor).
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 and non-entitlement letters in parents' languages of preference are generated immediately after status is determined based on the NYSITELL and distributed by an ELL certified teacher. The letter is to be signed and returned. A copy is made and sent to the parent. If the letter is not returned, a phone call is made and the parent is asked to come in. If the parent does not or cannot

come in, a home visit is made on or before the 5<sup>th</sup> day by the family worker or parent coordinator. A testing log is kept of students administered the NYSITELL. The dates of admission, testing, and parent notification are indicated on the log.

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).

Information about the appellate process is included in the entitlement/nonentitlement letters. This information is also given to the parents orally and written in parents' languages of preference at the time of enrollment. At the time that parents are informed of ELL entitlement or non-entitlement results, they are also informed that they have 45 school days to appeal the resulting decision and request the ELL Identification Process be administered a second time. All communication and correspondence is logged, kept in a binder.

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 time of registration, parents who indicate that they speak another language other than English are given an orientation by one of the certified ELL teachers. This orientation includes a video that details the ELL programs offered in New York City in their preferred language. After that, the ENL teachers discuss what those programs look like at our school and parents are given a chance to ask questions about the our school offerings. The ELL teacher keeps an ongoing list of students who have been admitted and whose test results indicate that they are ELLs. The ELL teacher and Parent Coordinator call and meet with parents until the forms have been returned. Forms are collected from the student or the parent by the ELL Coordinator and stored in an ELL binder. If forms are not returned, which is rare, a home visit is conducted. Forms are stored behind a log that indicates the forms that have/have not been returned. All forms and communication are in the student's home language.

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.

Program selection takes place when it is determined that a child is entitled to ELL services. A survey is given to the parents that includes their preference for ELL instruction. They rank the 3 choices from first to third. We monitor their selections carefully to see if there is a demand for additional Bilingual or Dual Language programs by placing them in a binder and keeping a tally of parents selections at the particular grade level. Parent Surveys in the preferred language are distributed and returned during the orientation meeting. Surveys are logged and stored in the ELL binder. The parent coordinator follows up with families that have not returned the survey during the orientation. Program choice forms are sent home in the student's home language within 5 days of the school receiving the test scores and families are called to attend 1:1 meeting with the ELL Coordinator to discuss program choices. Outreach is done by the parent coordinator. The majority of forms are completed in a timely manner. When the parent coordinator cannot reach a parent, which is rare, the attendance teacher reaches out through a home visit and delivers forms and the message that a meeting is requested. Parent Surveys and Program Selection forms are collected by the ELL coordinator and stored at the school in the ELL binder and logged into ATS. Monitoring of parent choice take place monthly at ELL team meetings.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We ensure that they are completed on time by making sure our process is expedient. If parents do not return surveys, we utilize home visits and parent teacher interactions in order to ensure that forms are completed. The ELL teacher keeps an ongoing list of students who have been admitted and whose test results indicate that they are ELLs. The ELL teacher and Parent Coordinator call and meet with parents until the forms have been returned. Forms are collected from the student or the parent by the ELL teacher and stored in an ELL binder. If forms are not returned, which is rare, a home visit is conducted. Forms are stored behind a log that indicates the forms that have/have not been returned. All forms and communication are in the student's home language.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement letters are generated when ELLs status is determined and immediately distributed to parents in person, by student, or by mail.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Once the HLIS is complete, a copy is made and placed in the ELL Compliance Binder by the ELL teacher. The original remains in the students' cumulative folder. All pertinent documents are maintained in the ELL Compliance Binder.:

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.

NYSESLAT is administered under testing conditions. The ELL teachers are responsible for administering all parts of the NYSESLAT to the population based on their specific testing needs. Students eligible to take the NYSESLAT are identified through RLER in ATS by the testing coordinator. The spreadsheet is downloaded from ATS and used to make a testing list and schedule. The testing coordinator and ELL coordinator collaborate to ensure that all students have been identified and receive the proper modifications. A testing team is created to administer all components of the NYSESLAT exam. A schedule and testing memo is distributed to the entire staff and the whole school is self contained during testing. Test Proctors receive an attendance and absent students must be indicated. When tests are returned to the testing coordinator, the absent list is transferred to a make-up list. Make-ups are scheduled during the testing

window after the main test administration. The master list of students eligible to take the NYSESLAT is used as a checklist and updated as each subtest is administered to ensure that all students are tested.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement and transitional support letters are generated in the beginning of year in parents' languages of preference and distributed by the ELL Teacher. The letter is to be signed and returned. A copy is made and sent to the parent. If the letter is not returned, a phone call is made and the parent is asked to come in. If the parent does not or cannot come in, a home visit is made.
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).  
Over the years, parents' requests for Bilingual education has decreased, and Freestanding ENL has been the program of choice in 100% of cases. As a result, we program accordingly.

## 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.  
ELL programs are provided in a freestanding ENL model including Integrated ELA classes as well as pull out services. Class is programmed as block. Pull Out instruction is given to a heterogeneous group of contiguous 7th and 8th grade classes: one section for general education and another for self-contained classes.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
ENL classes are given using the integrated model for total of 180 minutes per week. Integrated ELA is given for a total of 180 minutes per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Core content is delivered in English with native language translations/supports when applicable. Students are guided to write using Thinking Maps and visual anticipatory sets. Student led discussion in small group format is frequent.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Students are given the Spanish Lab upon entry to the school following guidelines after Home Language Survey information.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Rubrics from the NYSESLAT for all modalities are used to assess student participation in classroom discussion, writing, homework, and responses to reading.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

- a. SIFE students are given many more visual cues. The classroom procedures for working on activities are projected onto the SmartBoard often with matching images for the class norms and product expected after small group work. They follow a specific classroom protocol where the only variable is the content. Many teachers have taken this approach due to the need for consistency and normalcy for children whose academic experiences have been inconsistent. Much of the differentiation comes from using native language buddy systems, visual representation of concepts (Thinking Maps), use of repeated phrases and cloze writing strategies for pertinent vocabulary.
- b. Allowing students to receive information in the form of visuals, native language and multiple entry points for comprehension of complex content, students are pretaught much of the vocabulary required. The Language Experience Approach is used to have a shared text and improve general writing, keeping a shared class version of edits, revisions, and brainstormed topics.
- c. Developing ELLs are given less teacher led peer interaction, and more focused modeled material which allows for independence in production of written pieces that are more representative of student's own thinking. However, the vocabulary used in instruction is often preidentified for the concepts at hand. Some Thinking Maps may be pre populated with certain information, but not all. This allows for student to develop language used in discussion curriculum/relevant topics.
- d. Many students in this category often are also students with disabilities. For this reason, many scaffolding strategies used come from UDL and contextual vocabulary instruction through Academic Vocabulary Toolkit.
- e. Former ELLs are given the same modifications allowed on state exams for reference. Transitional writing activities which require on the spot comprehension assist in readiness for responding to English only text/passages. Students are given extra time to synthesize their own ideas based on new content.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Paste response to questions here:
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Providing the same information through a variety of ways, providing alternative media for expression, allowing students to compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video are all methods of getting students to engage with the concepts specific to the curriculum. Giving more than one channel to show their language acquisition helps students surpass the limits placed on standardized assessments as sole evidence regarding acquisition of language and conceptual skills.
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?
- ELL-SWDs are placed in the least restrictive environment as per each child's specific needs. A child's services are tailored to address his/her specific strengths and areas of need. For example, a child may receive push in or pull out services as per his/her specific needs. A child may be provided with a self-contained setting for part of the school day and a mainstream setting for another subject. These decisions are made collaboratively with the teachers, parent, district representative, school psychologist, and related service providers. Teachers meet on a weekly basis to discuss students' needs and progress and any programmatic changes that might be needed to address students' needs.

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.

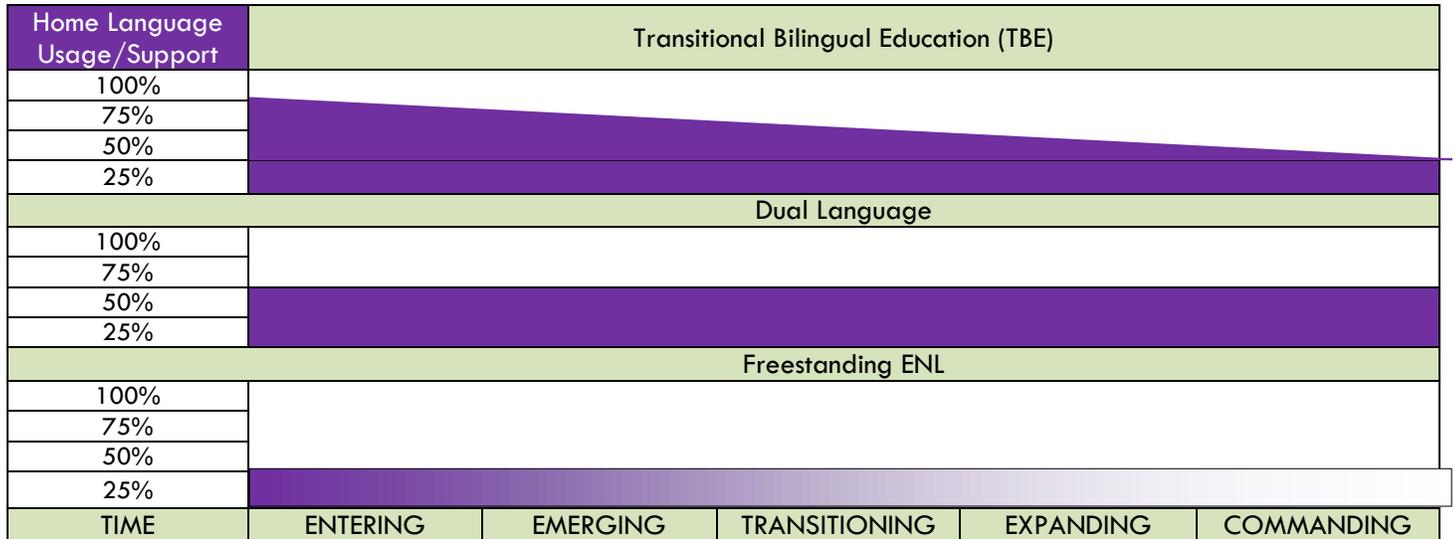


\*Note “other approved services” does not apply to New York City at this time.

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. All ELLs have been programmed to have Reading Skills and Math Skills as additional academic intervention in English and Math core areas, respectively. They receive these programs in English, however Math Skills program is supported by native language scaffolds and transitions where applicable.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We use the AMAO tool to analyze student progress and determine the success of the various intervention strategies we use with ELLs. The data from the AMAO reveals that our long term ELLs plateau at the advanced level. To address this and help move students' language development forward, we use targeted intervention strategies such as guided reading and writing scaffolds. to question here:
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year we are implementing ThinkCerca for our long term, beginner and SIFE ELLs. This is a leveled program that assesses students' literacy skills and levels and differentiates texts and tasks accordingly. Additionally teachers will continue to align their units, lessons, and interventions with the CCLS to ensure that students master the more rigorous standards.
13. What programs/services for ELLs will be discontinued and why?  
We are phasing out the Connected Math Program and adopting Go Math because it provides tailored instruction to meet the needs of ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are provided with intervention programs after school that target the needs of specific groups. The after school and supplemental services offered to students are as follows: after school math intervention program is provided 3 times a week, literacy labs are provided twice a week, after school guided reading intervention occurs twice a week, and Saturday intervention (math, literacy, Science) occurs once a week. ELLs are encouraged to join extracurricular clubs such as the Drama Club which is run by the ELL staff. Students are also invited to attend programs through our community based organization, South East Bronx Neighborhood Center.  
  
Saturday metro cards are provided to students to ensure students can travel to and from programs. Parent outreach is done by the parent coordinator and teachers to ensure that families are aware of intervention opportunities. Outreach is done over the phone, electronically via Engrade, and through back-packed flyers. All outreach is done in both English and Spanish. If a parent speaks a language other than Spanish, translators are used to make phone calls in the home language.
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.  
Independent reading books are an essential component of the program for ELLs. Students are assessed throughout the year and as they advance in reading levels they need additional independent reading books. Students' levels range from level D to Z and each student needs a large volume of texts on his/her level in order to gain the skills and knowledge necessary to advance to the next reading level. A greater number and variety of non-fiction texts for all subject areas are needed as students work towards meeting the common core standards. Technology based applications such as Sound Reading Solutions, Rosetta Stone and Khan Academy are also an essential component of the instructional program. Ipad applications enhance student learning by providing hands on visuals, individualized interventions, and scaffolded supports such as translated dictionaries. Other intervention materials such as RIGOR, Rewards, English 3D, and Do the Math support student learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Students who receive ENL receive support through vocabulary instruction, translated texts, and translated exams as needed. Some students use handheld translator/dictionary technology devices.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All intervention programs are aligned to the CCLS grade level standards. When ELL students read below grade level the school purchases texts appropriate for the student's age and instructional level with the end goal of the student reading at or above grade level.
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).  
New students are invited to an open house at the beginning of the school year where they are able to learn about the school's instructional program, academic opportunities, and extracurricular programs. When students are enrolled later in the year the parent coordinator meets with families and provides them with information about the school. Additionally teachers reach out to new families to welcome them to the school. In order for parents to understand all three program choices, they are invited to meet with

the ELL Staff within a week of their children's admission to learn about the school programs and facilities it offers its students. This process is ongoing throughout the year. The ELL teacher, Samuel Amador, meets with families within 10 days of admission to discuss the ELL program choices. Apart from being shown the video and meeting personally with the staff during the first 10 days at the school, the parents are also invited to two ELL Informational Parent Conferences. In these conferences they have an opportunity to view the video as a group and discuss its content and the TBE and ENL programs with each other as well as with the Assistant Principal, the school's Parent Coordinator, and the ELL teacher. The parent coordinator, teachers, and assistant principal collaborate to reach out to parents and inform them of the meetings via email, phone, and written notices. At the meeting families are also shown a NYC Department of Education video explaining in detail the choices of program their children have as ELLs in a New York City school. This video is shown in a variety of languages, including Spanish. The families complete the program selection forms during the 1:1 meetings or during the group meetings and the child is placed in the appropriate program. Outreach is done by the parent coordinator and the teachers. This year we also hosted an informational meeting with the International Rescue Committee regarding their summer camp program for students whose families immigrated to the United States. Parent outreach was done by email and phone.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our professional learning sessions for our ELL teachers, special education teachers, and content teachers include the following topics:  
a) using data to group students for instruction, b) looking at student work, c) differentiating instruction using UDL strategies, d) writing from sources, e) building academic vocabulary, f) using ESL strategies in the content areas, g) facilitating student-to-student discussions, h) using close reading strategies, i) designing coherent instruction.
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 ESL teachers have an opportunity to participate in professional development sessions focused on:  
a) Tailoring your ELA Curriculum to Engage and Meet the Needs of all Learners, b) Writing Across all Subjects for Newcomer, Entering, and Emergent ELLs, c) Nuts and Bolts for New Teachers of Students who are Learning English as a New Language (ENL) and/or in Bilingual Classrooms, d) Implementation of the CR Part 154 to Ensure High Quality Education for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Former ELLs receive services for two years after reaching the proficient/commanding level as they transition from elementary to middle school.
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.

In order to meet the ELL PD requirement, teachers receive ELL-specific PD that is relevant or aligned to other PD initiatives in the school or district (e.g., best practices on how to support and sustain ELLs' social and emotional development needs, including creating a safe and supportive environment that is conducive to learning). Agendas and attendance and Records are kept for professional development activities.

### 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?

Once ELL status has been determined, an entitlement letter of ELL status notification is sent to the parent. Annual and individual meetings are scheduled to discuss language development needs in all content areas with the Language Proficiency Team. Provisions for interpretation and translation is provided on an as-needed basis.

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. In an effort to increase our ELL parent involvement, staff members who speak the parent's native language encourage parents to participate in as many activities as possible. The activities include the Parent Association (PA) and School Leadership Team (SLT) meetings, orientations, Saturday workshops, High School application process, and After School trips and activities. Parents are notified in person, over the phone, or in writing. The notices about these activities are translated into the parents' native language or oral interpretation is provided.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with a CBO-Southeast Bronx Neighborhood Center to provide workshops or services to ELL parents.

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

Parent surveys.

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

One way we intend to address the needs of parents is by empowering ELL parents to take a more active role in their child's education. The administration, staff, the Parent Coordinator, the Parent Association, and our CBO will work collaboratively to provide workshops for ELL parents, including: 1) Homework Help: Tips for ELL Parents, 2) Common Core Shifts: What ELL Parents Need to Know, 3) Family literacy: Improving Stamina and Building Vocabulary, 4) Real World Math: What Do I Already Know.

### D. Additional Information

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

Paste response here:

School Name: <b>Expression Academy</b>		School DBN: <b>09X229</b>	
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)
Dr. Ezra Matthias	Principal		11/19/15
Ms. Janet Smith-Hackshaw	Assistant Principal		11/19/15
Ms. Chirstine Turner	Parent Coordinator		11/19/15
Ms. Lucy Osakwe	ENL/Bilingual Teacher		11/19/15
Ms. Kadiatou Diallo	Parent		11/19/15
Ms. Angel Brown	Teacher/Subject Area		11/19/15
Ms. Nedra Manning	Teacher/Subject Area		1/1/01
Mr. Hugh Fletcher	Coach		11/19/15
Ms. Lissette Torres	Coach		1/1/01
Ms. Jamie Roue	School Counselor		1/1/01
	Superintendent		11/19/15
	Borough Field Support Center Staff Member _____		1/1/01
Jacqueline Grosvenor	Other <u>Related Service</u>		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: 0**      **School Name: Dr. Roland N Patterson School**  
**Superintendent: Leticia Rosario**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish is the main language; Arabic, French, and Other - 2%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence as needed for:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school .

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.

Spanish (46 ELLS)  
Arabic (2)  
French (2)  
Other (2)

## **Part B: Creating a Communications Calendar**

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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.)

- a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
- b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips,
- f. FAQs about school policy, which they receive upon admitting their child to our school

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.

We hold monthly PA meetings, as well as monthly SLT meetings. We additionally hold regular Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to communication about school events, individual student issues, etc. Our guidance counselors regularly reach out to families in regards to individual students' academic progress towards graduation. Our Dean and Social worker additionally make calls to families and meet face-to-face. Teachers are expected to maintain regular communication with families regarding students' progress. Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.

## **Part C: Providing Language Assistance Services**

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

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in translating documents for parents.

Our social-emotional support team also uses the NYCDOE internal translation and interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Parent Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our social-emotional support team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

#### **Part D: Training Staff on Policies and Procedures**

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

Our Social Emotional Learning Team, including our Parent Coordinator, will provide training for staff on the use of translation services.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

Chancellor's Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at our school. As a result of these regulations, we have developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

All school based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

**Part F: Monitoring and Quality Control**

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

Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages.