



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

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

**09X230**

**School Name:**

**P.S. 230 DR ROLAND N. PATTERSON**

**Principal:**

**ROSALIND HOYTE**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

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

**Section 6: Expanded Learning Time (ELT)**

**Section 7: Academic Intervention Services (AIS)**

**Section 8: Title I Program Information**

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Dr. Roland N. Patterson School Number (DBN): Onx230  
Grades Served: 5  
School Address: 275 Harlem River Park Bridge Bronx, New York 10453  
Phone Number: 718-583-6116 Fax: 718-583-6222  
School Contact Person: Rowena Penn Email Address: Rpenn@schools.nyc.gov  
Principal: Rowena Penn  
UFT Chapter Leader: Yvette Jenkins  
Parents' Association President: Danielle Morales  
SLT Chairperson: Ms. Camille Mitchell  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Emily Santiago  
Student Representative(s):

**District Information**

District: 09 Superintendent: Ms. Leticia Rosario-Rodriguez  
Superintendent's Office Address: 1245 Washington Avenue Bronx, New York 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-570-7140 Fax: 718-410-7071

**Borough Field Support Center (BFSC)**

Bronx Field Service  
BFSC: center Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza Bronx, New York 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 917) 608-0230 Fax:

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rowena Penn	*Principal or Designee	
Yvette Jenkins	*UFT Chapter Leader or Designee	
Danielle Morales	*PA/PTA President or Designated Co-President	
Marjorie Minnow	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Marian Ogarra	CBO Representative, if applicable	
Ms. C. Mitchell	Member/ Teacher	
Ms. E. Johnson	Member/ Teacher	
IMs. Emily Santiago	Member/ Parent	
	Member/	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

P.S. 230, The Dr. Roland N. Patterson Elementary School is currently a phase out school that will services grade 5 for the 2015-2016 school year. It is an open classroom school in the Morris Heights section of the South Bronx that serves approximately 90 students from culturally diverse backgrounds. The community is gateway for recent arrivals to this country; they come from countries such as Puerto Rico, Dominican Republic, Haiti, South Africa, and Mexico. This school is located in one of the poorest congressional district in the United States and the neighborhood is also ravaged by a myriad of social problems; children in foster care, temporary housing, high incidents of asthma, AIDS, crime and drugs. The majority of the students are from low income households, 99.1% of the students are eligible for free and reduced lunch.

According to the latest ethnic survey, 0.2% of the students are White, Asian or Native American:

52% are Black, and 44.4% are Hispanic. Currently, 18% of the school population receives special

education services such as resource room, speech and language or counseling services. The school

houses 3 general education classes, and one self-contained special education class. Additionally, 2% of the students are English Language Learners (ELLs). English as a Second Language services are offered to entitled students in grades 5 by a certified ESL teacher. All general education classes are heterogeneously grouped.

Open classroom schools like P.S. 230 were created based on the belief that classroom space should be adaptable in order to meet the instructional needs of the learners, and that teachers should team to develop a program of study for students that is as fluid and flexible as the physical environment they are situated in each day. Open classroom spaces provide very few solid barriers between classes, increasing the need to create smaller communities or "villages" within the school to support positive social interactions between the students and teachers. This kind of space also creates the need for teachers to share in ways that teachers in schools with doors may be unable to on a regular basis. P.S. 230 share its facilities with M.S. 229 and PS 274. The three schools share an auditorium, gymnasium, dance studio, and music room. The majority of the school's students live in a high-rise apartment complex called River Park Towers that is located directly across the street from the school. The staff works together as a cohesive unit towards our common goal of improving student outcomes. Supervisory staff is always available and easily accessible to address concerns and implement solutions to problems. Staff is available at all times to support teachers, early in the morning and late in the evening.

Vision : It is our belief that all children can be lifelong learners. We know that children learn differently, and if they do not learn the way we teach them we must teach them the way that they will learn. All students will be prepared to master performance standards in all content areas through an integrated curriculum.

Mission: The Dr. Roland N. Patterson Elementary School is committed to high expectations for all students and staff. P.S. 230 is committed to on-going staff development, best teaching practices, and meaningful parental involvement. Our school's culture expects every student and member of the staff to be dedicated, hardworking, and caring. These elements, along with a safe, orderly and nurturing environment, will serve as the linchpin to ensure a strong educational foundation for our children.

Currently the school has a partnership with SCAN New York, an after school program. SCAN emphasizes literacy and education through activities that stimulate and enhance self-esteem. The program helps students strive to help each

child discover an activity for which he or she can develop a real passion—be it basketball, chess, cheer leading, reading, dance, computers, creative writing, soccer or literacy and education through activities that stimulate and enhance self-esteem.

We also have a partnership with Wingspan Arts an in-school program that ranges from elective arts classes to integrated arts programming that work closely with collaborating classroom teachers. Wingspan Teaching Artists will work with students in Grade 4, in a variety of genres, during the academic day. The arts education programming is thoughtfully designed for grade level and prior knowledge in order to be successful.

It is also important to note that the 2015-2016 school year will be PS 230x last year. The phasing out of the school has tremendously impacted our ongoing work in the areas of data analysis, as well as curriculum development and instruction. The constant reshuffling of staff based on seniority has led the administration and school community at large making that were based on budgetary constraints and not in the best interest of children. These decisions have led to an increased need for rigorous professional development and morale boosting within the PS 230 school community. The drop in student enrollment and the lack of solid pedagogical practice within the teaching staff has over the past two years left the school in a position of reinventing itself each year. This trend represents a strong indication that we must create, nurture, and promote our school as one that will be desirable for students and their families and one that will be successful, as measured by our students' perceptions and successes.

The element of the Framework for Great Schools in which our school made the most progress over the past year was our Effective School Leadership. Our school leadership cabinet's commitment to supporting and nurturing staff and teachers' professional growth, leading to improved student achievement has been evidenced by frequent and actionable feedback to teachers, through Advance. Professional Development opportunities have not only been provided through a wide range of forums and related to diverse content, but teachers have provided input and voice into their own professional needs through recommendations to the school's Staff Development Committee; Teacher Teams; teacher reflection forms and questionnaires; and through ongoing, informal professional conversations.

Considering the compelling research about the significance of effective feedback correlating to improved student outcomes and in consideration of supervisory observations and teachers' ratings this year, which highlighted teachers' strengths and areas of need, it is determined that our school's instructional focus for 2015-2016 will continue to be Assessment in Instruction and Feedback to Students (Danielson Framework for Teaching, component 3d), leading to improved student performance and progress. We have invested heavily this year on providing extensive and differentiated professional development for teachers and paraprofessionals in this critical aspect of instruction and understand how continuing this work will strengthen pedagogical practices to yield improved student outcomes.

### 09X230 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	158	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		90.5%	% Attendance Rate		89.7%
% Free Lunch		93.5%	% Reduced Lunch		3.0%
% Limited English Proficient		18.1%	% Students with Disabilities		32.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		2.5%	% Black or African American		40.2%
% Hispanic or Latino		56.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White		0.5%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		7.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		6.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		13.6%	Mathematics Performance at levels 3 & 4		12.6%
Science Performance at levels 3 & 4 (4th Grade)		56.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		YES
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		NO
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
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.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Teachers partner and plan to develop lessons in the core curricula areas targeting technology, literacy, math, social studies and science. This is done weekly during common planning sessions during the school day and after school. During these meetings teachers are revising the curriculum, creating rubrics, creating assessments and analyzing student work. This is done to ensure that the needs of all students are being met and instruction is targeted and rigorous. However, the arts are provided by teaching artists from Wing Span. Their teaching artists are trained professionals who come into the school weekly to provide the students with the arts in the following areas: ballroom dancing, theater and choir. All teachers have a data binder where they compile, analyze and review day to day assessments. During Grade team meetings, assessments from the Treasures Reading program and Envisions math program are analyzed every 4-6 weeks, by the teacher teams, the results are presented to the curriculum team. Common assessments data is given to the data specialists to input into a data base to analyze for school wide trends and next steps. During grade team meetings, teachers are looking to see if there is coherence between learning results across assessments. In addition common rubrics were revised and developed so that all teacher feedback is specific and aligned to the rubric. However t here is no comprehensive plan for teachers to work together to create interdisciplinary curricula within and across grades and subjects. As a result, student’s opportunities to engage in thoughtful, cross-curricular activities are minimized, which hinders students’ ability to be academically successful. The lack of alignment between the curriculum and assessments and limited, meaningful feedback to students hinders student ownership of their learning and academic success .</p>		

## Part 2 – Annual Goal

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

By June 2016, teachers will create and use a variety of formative and summative assessments to drive instructional planning and practices. All teachers will have a system for providing regular and explicit feedback to students that is based on data and guides them on the steps needed to achieve at a higher level. As evidenced by the assessments created feedback on student work, and data analysis tools that are used.

## 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>Teachers in grade 5 will participate in weekly common planning sessions to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data</p>	<p>All Students in grade 5</p>	<p>September 2015-June 2016</p>	<p>Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction.</p>
<p>Teachers in grade 5 will use the weekly Monday 100 min professional development time to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data.</p>	<p>All Students in grade 5</p>	<p>September 2015-June 2016</p>	<p>Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction</p>
<p>Teachers will work in collaboration with Teaching Matters consultants to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data. Through the development of lab sites on both grade 5</p>	<p>All Students in grade 5</p>	<p>September 2015-June 2016</p>	<p>Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction. The Teaching Matters consultants are responsible for providing the support.</p>

Teachers will work in collaboration with Generation Ready consultants to develop formative and summative assessments, develop systems for providing regular and explicit feedback to students and analyze data.	All Students in grade 5	September 2015-June 2016	Teachers are responsible for implementing. The administration is responsible for overseeing and monitoring the instruction. The Generation Ready consultants are responsible for providing the support.
---	-------------------------	--------------------------	---

**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.											
School programed for a 8 period day											
Teaching Matters consultants											
Generation Ready consultants											
Protocols for Data analysis											
Reading, writing, and math curriculum guides											
<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		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Every 4-6 weeks student groupings will change based on Envisions and Treasures assessments administered, and analyzed											
Every 4-6 weeks teaches will have collected evidence that will indicate student performance, trends and next steps											
Every 4-6 weeks teachers will develop formative and summative assessments to administer to students to drive their planning and instruction.											
<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 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.	I
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.	I
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.	I
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.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>PS 230x has a Core Team that consist of the schools Guidance counselor, Parent Coordinator, and Administration. The team meets weekly to discuss social and emotional issues that occur within the school. The Core team works in conjunction with the S.I.T (Student Intervention Team). This team meets weekly with all core constituents to discuss behavioral issues within the school. As students are discussed during CORE or SIT meetings interventions and plans are developed to decrease the student’s undesirable behavior. A member of the team may be assigned a duty to carry out to aid in the development of the plan to improve the student’s behavior. The School employs the PBIS framework as well the strong partnership with SCAN (CBO) &amp; Wingspan. SCAN (CBO) provides case workers to support for ACS cases as well as social supports to the parents. They provide the after-school piece, academic support tutorial enrichment/activity, cheerleading, STEP, sports. The Response to Intervention Program at PS 230 operates through collaboration between the parents, classroom teachers, school based support team members and the administrative team. However, due to limited resources and training, all constituents would benefit from training and development in Response to Intervention Strategies. Currently , we utilize data collection and progress-monitoring tools specifically tied to state accountability tests and a multi-tiered instructional framework that addresses the literacy needs of all 5<sup>th</sup> grade students, including struggling readers. The classroom teachers provide Tier 1 intervention in the classroom to students who have been identified as at-risk. Interim assessments, class work and teacher observations are used to identify students who may benefit from Tier 1 intervention. In cases where students are not making progress with Tier 1 intervention, they are then assigned Tier II intervention. Tier II intervention strategies consist of pull-out/push-in instruction with the Coach or SETTS Teacher. Should a student not make progress in Tier II, they are referred to the Pupil Personnel Team who reviews the intervention strategies provided and progress made thus far to determine if the</p>		

student should be referred for special education services. SCAN (CBO) is the schools partner in supporting student social and emotional health. SCAN provides Family Counseling and Support programming is designed to keep children safe and support family preservation. Preventive services, offered to substance abusing parents with young children identified as “at risk” for child abuse, blend counseling services with mental health and substance abuse treatment. Individual counseling sessions are provided along with group sessions addressing issues such as relapse prevention, parenting and domestic violence. Related services provide support for families with young children and teens and address mental health and domestic violence issues. After-school programming provides holistic wrap-around activities to approximately 120 students with the objective of reinforcing academics, providing diverse stimulation and enrichment, as well as providing a safe environment in the after-school hours. Approximately 50% of the staff are SCAN parents. Programs include tutoring, literacy skills, sports and recreation, hip-hop poetry, homework support, creative arts, martial arts, and youth leadership. With regard to school wide positive behavior interventions and supports. Select staff members attend training in the methodology and practices of PBIS and have turn keyed that information to the schools staff. Along with the professional development teachers were provided with literature defining the PBIS framework. The Core Team will support strategies to maintain a safe and orderly school climate. This will be accomplished in concert by continuing the partnership with SCAN, utilizing the schools CORE Team, and parental involvement. Teachers will have access to supports as well as act as thought partners with the S.I.Ts team. The school will continue to employ a PBIS mode to support the school community. Based on parent teacher feedback the PBIS model was put into place to encourage positive student behaviors. This is monitored during the biweekly meetings where positive behavior benchmarks are put in place to see if students are making progress towards meeting their established goals. CORE team members analyze detention records, student referrals, and OORS reports. In doing so the members are looking to see which students are being sent to detention regularly or being suspended and for what infractions. Once trends are noted and “Heavy Hitters, or repeat offenders” are identified plans are develop to support those students. These plans can range from a special education referral being initiated to a class change. Although students feel safe and supported in their classroom environment, the school does not have a comprehensive system to address the social and emotional developmental health needs of the students and to build staff capacity in this area. As a result, student social well-being and academic success are limited.

## **Part 2 – Annual Goal**

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

By June 2016, we will develop and implement a plan with structures for using relevant student and family data to provide supports and services to fully meet the needs of all students. With the development of this plan we will see a decrease in the percentage of major and minor incidents over time by at least 10%.

## **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 expanding their understanding of a supportive environment 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>School will utilize its current detention data base to also identify additional family data such as housing situation, attendance, and level of school infractions, and academic achievement</p>	<p>Students referred by teachers as behavior problems, students who have 3 or more detentions and suspensions</p>	<p>September 2014-June 2015</p>	<p>Parent Coordinator, Guidance Counselor</p>
<p>Utilize partnership with SCAN NY to continue our ongoing efforts to meet the needs of s students in all three tiers of the behavior continuum. So that parents can be referred to the proper individuals within the agency</p>	<p>Students referred by teachers as behavior problems, students who have 3 or more detentions and suspensions</p>	<p>September 2014-June 2015</p>	<p>SCAN site director, Guidance Counselor, Administration, all school staff</p>
<p>Bi-weekly meeting with the CORE team to review BIPS, incident reports and plan next steps based on student data indicating progress or lack of progress in reduction of minor or major students' incidents.</p>	<p>Students referred by teachers as behavior problems, students who have 3 or more detentions and suspensions</p>	<p>September 2014-June 2015</p>	<p>Administration, Guidance Counselor, Parent Coordinator</p>
<p>Roll out of school wide behavior expectations, procedures and protocols throughout the year to whole staff.</p>	<p>Students referred by teachers as behavior problems, students who have 3 or more detentions and suspensions</p>	<p>September 2014-June 2015</p>	<p>School staff and administration</p>

**Part 4 – Budget and Resource Alignment**

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

School staff, SCAN Staff, detention data base, scheduling of CORE team meeting biweekly,

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

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

**Part 5 – Progress Monitoring**

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

School staff, SCAN Staff, detention data base, scheduling of CORE team meeting biweekly

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Instructional practices and strategies are organized around common curriculum maps. These maps were developed by teacher teams and are aligned to the CCLS. Teachers then develop daily lesson plans that are derived from the curriculum maps along with formative and summative data. All lesson plans are to be specific to the teachers’ groups of learners and are derived from formative and summative data. The expectation is that all lessons are differentiated to meet the needs of individual or groups of learners. During common planning time student work and assessments are analyzed and lessons are planned, thus ensuring that teachers are using these data points to plan lessons effectively. Common planning sessions/Lab sites/ Book Clubs focus on differentiating instruction for specific content areas – literacy, math, social studies and science. This helps teachers develop a deeper understanding of what it means to differentiate instruction and align lessons to the CCLS by participating in study groups using published authors in the topic of differentiation, such as Carol Ann Tomlinson, Knowing and Teaching Elementary Mathematics. Along with consultancy work with Generation Ready (Literacy and Math Consultants) dedicated to supporting teachers in engaging all learners in instruction. In addition the investment in technology (Smart boards/ IPADS) was strategic in that the idea was to capture students in an area that interests them and increase engagement. School wide expectations with regard to student behavior are that all students follow the schools’ core value system REACH (Respect, Enthusiasm, Achievement, Caring, Hard work). Students that exhibit the REACH values are rewarded with certificates and acknowledged during assemblies by being named the “Student of the month.” Each month one student who has exemplified the REACH vales is honored as the recipient of the REACH award at the REACH Assembly. Additional, all students have the opportunity to receive “Scholar Dollars” (school money) that they can trade in for items in the Scholar Dollar store. Student voice is accounted for during monthly Student Council meetings. Class presidents and vice presidents meet to discuss student and school wide concerns, and plan school wide events. Teacher teams meet twice weekly for both horizontal and vertical planning in order to determine student progress, effectiveness of instruction,</p>		

and school progress toward the goals. Based upon clear evidence and multiple and frequent benchmarks students will receive differentiated instruction to ensure success. The results of these meetings are both shared and archived through distributive structures. All teachers maintain data binders. It is our belief that the collection and analysis of data helps to: develop sound educational practices at all levels; improve the quality of student achievement; set interim goals; quickly enable us to make instructional decisions about teaching practices and makes data transparent to staff/students and public. The expectations for teaching and learning will be clear, consistent, and tightly aligned to the goals of the Common Core. Students are frequently assessed through both formative and summative assessments in order to determine students' performance levels and progress towards learning standards. Students are given feedback both oral and written so that they are aware of next steps and skills or strategies need to progress to the next level. At the culmination of each unit of study each student will complete a Performance Based Assessment focused on the essential ideas of the unit of study in ELA and/or Social Studies and a Performance Task in Mathematics Science that incorporates both multiple-choice and constructed responses. Additionally in both literacy and math students are administered benchmark assessments a minimum of 3x per year, in order to give classroom teachers, students, parents and administration real-time data on current student needs and strengths. However, teacher practices do not generally reflect adequate strategic instructional decision-making that addresses the needs of all students. Consequently, high levels of engagement, cognitive rigor, and student achievement are limited .

### Part 2 – Annual Goal

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

Ensure that data is used effectively to drive instruction through aligning lesson plans and assessments; establish goals for all students and teachers and support teachers in the development of instructional plans to meet those goals; provide mechanisms for regular review of progress on the goals and hold all staff accountable for attainment as measured by 50% of staff being rated effective by June 2016 in Danielson component 3d.

### 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>
<p>Weekly Professional development session during common planning times with Teaching Matters consultants along with Generation Ready consultants to analyze student data and create teacher friendly data analysis tools to support planning and instruction.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Teachers, consultants, administration</p>
<p>Beginning, middle and end of year goal setting meetings with teachers and administration where teachers revisit</p>	<p>Teachers</p>	<p>September-January-June</p>	<p>Administration</p>

goals set and discuss progress towards meeting those goals and next steps.			
The principal and Assistant Principals will utilize the <b>Framework for Teaching</b> for classroom observations, informal observations, and formative classroom visits. The framework will inform pre-observation and post-observation conferences Professional development work and assessment alignment and formation .	Teachers	September-January-June	Administration
Teachers will participate in inter-visitations to observe best practices in 3b, c and d, debrief in teacher collegial teams and them plan next steps for implementation in tier own classes.	Teachers	September 2014-June 2015	Administration

**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.											
Scheduling of common planning time and Monday PD for staff, scheduling of goal setting conferences, teachers maintaining of data binders, support from consultants											
<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		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Use Danielson data tracker tool to assess teacher progress in domains 1 and 3											
Sign in sheets and agendas from grade team meeting and Monday PD											
Development of data tracking tools											
<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).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The schools mission and vision statements are visibly posted at the entrance and throughout the school. The school's goals are posted in every classroom and they are developed in conjunction with the staff and parents that are a part of the schools SLT and PA. The schools SCEP goals are specifically aligned to the Danielson Framework whose sole purpose is to improve teacher practice. Thus, they support the school's mission which is grounded in a commitment to on-going staff development, best teaching practices and meaningful parental involvement. When improvements or adjustments need to be made, they will be done so in a collaborative manner through the parents and school staff that are members of the SLT. In terms of programmatic resources, the school has an uninterrupted 2 hour literacy block where reading and writing instruction occurs. There are two teachers in every classroom so as to provide for small group instruction. The school also has two part time literacy and math coaches to support teacher development and practices. Teachers participate in weekly common planning time for both horizontal and vertical planning, along with common daily preparation periods. Fiscal resources have been spent on upgrading school technology, with the purchase of Smart boards, iPads, and document cameras. Outside consultants from Generation Ready, and Teachers and Writers Collaborative were hired for literacy, math, and technology development. The consultants assisted in lesson planning, curriculum mapping, lab site development and the conducting of demonstration lessons. This work is monitored through analysis of student achievement data and the NYC school learning environment survey. The administration has an observation schedule that was created to conduct targeted and frequent observations. In order to track progress, we utilize the MOTP tracker tool to track progress of teacher practices and decide on next steps for professional development. Teachers participate in weekly professional development around Advance that is targeted and based on formal and informal observations in multiple formats. Feedback is concrete, actionable, and time bound so that teachers</p>		

have opportunities for improvement. School practices are evaluated through the analysis of various data points, student work, ADVANCE, formal and informal assessments, PA meetings, Morning Muffing and Joe, and SLT meetings. Collaboration takes place throughout the year during these designated meeting times to discuss, evaluate success or lack thereof, and formulate next steps. School leaders assess teacher performance and provide regular feedback and professional development (PD) in support of the school comprehensive educational plan (SCEP) goals to implement the Common Core Learning Standards (CCLS). However, limited collaboration among critical stakeholders, few school-wide evidence-based practices, and reactive use of available resources limit high levels of student academic growth and achievement

## Part 2 – Annual Goal

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

Ensure that feedback is timely, purposeful, and actionable and is related to the needs of individual staff identified in observations. Provide targeted PD with clear expectations of practice and create mechanisms to hold staff accountable for implementing feedback and the content and skills gained in PD

## Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>During the Monday 100 minute professional development sessions, the administration will continue to use the various supports the NYCDOE has provided for schools to help them implement <i>Advance</i> . Both administrators have attended numerous in-person and online <i>Advance</i> professional developments sessions.</p>	<p>Administration</p>	<p>Sept. 2014-June 2015</p>	<p>Administration, Talent Coach, Teaching Matters consultants and Generation Ready consultant</p>
<p>Additional support to the school will be provided by the NYCDOE Talent Coach. This coach is a hired specialist for both MOTP and MOSL to build the capacity of networks and clusters to support schools in implementing. Instructional rounds with DOE Talent coach will informal observations will be calibrated and entered into advance</p>	<p>Administration</p>	<p>Sept. 2014-June 2015</p>	<p>TM consultants, administration, Generation ready consultants</p>

Finally, the administration will participate in and conduct professional development sessions for staff using the NYCDOE created resources ARIS Lean. This tool provides information to help schools and support staff meet critical <i>Advance</i> implementation milestones including the <i>Advance</i> Web Application, an online application. ARIS Learn platform provides numerous online professional development modules on individual components of the Danielson <i>Framework for Teaching</i> , including videos of effective teaching practice.	Administration	Sept. 2014-June 2015	Administration, Assistant Principal
Leadership coach learning walks with administration will be conducted throughout the year to support further development of providing targeted feedback to teachers.	Leadership coach and administrators	Sept. 2014-June 2015	Administration and Leadership Coach

**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.											
Teachers, consultants, ARIS Learns											
<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		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Monthly units are being revised so that the schools current math program is married with the Engage NY modules											
Weekly book club members share meeting agenda, and minutes.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<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.	I
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
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.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Parents are active participants on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school supports parents and families by:</p> <ul style="list-style-type: none"> <li>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 our school community;</li> <li>Actively involving and engaging parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the SCEP, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;</li> <li>Engaging parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;</li> <li>Maintaining 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 our school and will work to ensure that our 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.;</li> </ul>		

- Conducting a parent survey at the beginning of the school year so as to structure parent workshops accordingly. Topics 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;
- Providing 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;

We have increased the school open house opportunities and classroom visitation opportunities through the implementation of the monthly Morning Muffins and Joe, which provides parents an opportunity monthly to meet with their child's teacher to discuss progress or concerns. "Family Game Night and Family Movie Night", which are opportunities for parents to come into the school and bond with their children thus building community. To improve communication we have implemented weekly and monthly updates (newsletters, progress reports and class news/flyers, school web site). We have also sought the support of other schools that are located within similar communities but have greater parental involvement. Utilize the partnership with SCAN to provide social service support to struggling families. We also:

- 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;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Community updates will be given via Newsletters, phone messenger, emails and outside Neon sign. Parents have the support of the SCAN CBO as well as a guidance counselor on staff here at the schools.

The outreach will be monitored by analyzing attendance at functions. By doing so ideally the indicators of success will be an increase in parent participation as well as a variety of parents attending the school functions. SCAN supports the students and families of PS 230 in a number of ways: SCANN provides Family Counseling and Support programming is designed to keep children safe and support family preservation. Preventive services, offered to substance abusing parents with young children identified as "at risk" for child abuse, blend counseling services with mental health and substance abuse treatment. Individual counseling sessions are provided along with group sessions addressing issues such as relapse prevention, parenting and domestic violence. Related services provide support for families with young children and teens and address mental health and domestic violence issues. After-school programming provides holistic wrap-around activities to approximately 120 students with the objective of reinforcing academics, providing diverse stimulation and enrichment, as well as providing a safe environment in the after-school hours. Approximately 50% of the staff are SCAN parents. Programs include tutoring, literacy skills, sports and recreation, hip-hop poetry, homework support, creative arts, martial arts, and youth leadership. The school also provides workshops that are designed to support parents, Read about it, talk about it, and think about it! : Find ways for your child to build understanding, the ultimate goal of learning how to read. Understanding the Common Core Learning Standards (CCLS): Explains what the CCLS standards are and the changes in academic expectations for students. Making the Transition to Middle School (5th Grades): Informs participants about middle school choices, the middle school environment, and how to adapt to middle school. Tentative- March 13, 2015 4pm. Also for the 2015-2016 school year, PS230 offered a series of "Bilingual Family Workshops". These workshops will be geared to parents of immigrant and ELL students. The focus of these workshops will be to introducing various techniques of ways parents can help their students academically at home. At these workshops we will also "Show" rather than "tell" about our current curriculum. P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing, school staff as well as the networks outreach staff. The top priority for family outreach will involve keeping families abreast of student progress. The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities. The guidance staff will also be part of the parent outreach program. The school will continue to partner with CBOs, namely, SCAN New York which includes a parent outreach component. The Parent Coordinator assigned to the school will also

help to meet the needs of non-English speaking parents and caregivers. **Parent/Family Room-** The parent/family room will be located on the third floor. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities. Student data is shared regularly as teachers and parents have an opportunity to converse monthly during the Morning Muffin Joe's as well as through the schools teacher developed SMPR (student monthly progress report). The school uses various methods to communicate with parents. However, the lack of a formal plan to communicate high expectations or to build reciprocal relationships and the lack of PD that focuses on building and sustaining partnerships with families results in many unmet student and family needs

**Part 2 – Annual Goal**

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

By June 2016 the school will have developed and implemented a plan for all staff to gain understanding and expertise in creating effective partnerships with families and community agency partners; thus creating a more welcoming school environment and increasing parental attendance at parent teacher conferences and workshops by 10%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>I ncrease the school open house opportunities and classroom visitation opportunities through the implementation of the monthly Morning Muffins and Joe on Tuesdays during the scheduled parent outreach time. REACH assembly where students are recognized for exhibiting the reach values and monthly class assemblies where parents are invited into the school to watch their children participate in class performances This is an opportunity for parents to meet with their child's teacher monthly to discuss progress or concerns.</p>	<p>Parents</p>	<p>Monthly October 2014-June 2015</p>	<p>Teaching staff, Parent Coordinator  Administration, Guidance Counselor, and SCAN site director</p>
<p>Network with other schools that are located within similar communities but have greater parental involvement.</p>	<p>Parents</p>	<p>Monthly October 2014-June 2015</p>	<p>Teaching staff, Parent Coordinator  Administration, Guidance Counselor, and SCAN site director</p>

To improve communication through weekly and monthly news articles and updates (newsletters, progress reports and class news/flyers)	Parents	Monthly October 2014-June 2015	Teaching staff, Parent Coordinator  Administration, Guidance Counselor, and SCAN site director
Utilize the partnership with SCAN to provide social service support to struggling families	Parents	Monthly October 2014-June 2015	Teaching staff, Parent Coordinator  Administration, Guidance Counselor, and SCAN site director

**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.											
Guidance counselor, parent coordinator, SCAN support staff											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<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**

<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.										
Monthly analysis of parent attendance at school functions										
Monthly analysis of attendance at Tuesday parent outreach time										
Monthly analysis of parent and teacher referral to SCAN agency for preventive support services										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
<p>→ Have a participation rate of 65% for identified students in Expanded Learning Time.</p> <p>→ 65% of students who participate in the ELT program will increase their Tier II vocabulary as measured by a 3 level jump in the F and P benchmark reading level.</p> <p>Provide students with enrichment activities to help develop their socio- emotional skills as measured by a 35% decrease in suspensions and school level infractions.</p>

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
We are ensuring that the students are receiving these services through parental outreach. Through such means as the automated school messenger, Newsletters, and home visits. Additionally we conduct parent workshops informing the parent community of the demands of the CCLS and how beneficial attending ELT would be a preparation tool. Lastly, we conducted surveys to find out what activities were the most engaging for our students so as to keep their interest and keep the attendance rate up .				

### **Part 3 – ELT Program Description**

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.
<p>Describe how the school will meet the following SED requirements for an ELT program in a Priority School:</p> <ul style="list-style-type: none"> <li>• Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.</li> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• Engage in outreach activities made to families.</li> </ul>

ELT is a core element of our school’s improvement. The model we are implementing stresses teacher collaboration, data-driven instruction, and integrated enrichment. It is designed to provide academic support to students—i.e., teachers, tutors, and mentors. Educational specialists develop programming to help students improve their learning, catch up with their peers, meet learning standards, and generally succeed in school. The program components are :

- Academic (Tuesday-Thursday for 2 hours) co-curricular activities (Monday and Friday for 2 hours)
  - Providing professional development for teachers (Twice Monthly)
  - Providing mental and physical health services to students (as needed for identified families)
- Engaging in parent outreach and involvement (Monthly through workshops and seminars)

Through small group instruction and a longer school day, PS 230 teachers and SCAN support staff supplement or enrich student learning, often in the form of co-curricular programming—i.e., educational activities that are connected in some way, to what students are learning in school (musical and theatrical performances, math teams, mock trials, debate competitions, or robotics clubs, among many other possible activities, are examples of co-curricular programming).

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

SCAN has been providing support to thousands of at-risk families and children in East Harlem and the South Bronx since 1977. With programs as diverse as substance abuse treatment, violence prevention, literacy programs, after-school activities and events, employment skills training, and youth leadership, SCAN’s family-focused approach builds on individual and group strengths. SCAN programs empower, fostering responsibility and initiative, and enabling families and children to believe in themselves. The students participate in enrichment activities such as arts and crafts, basketball, chess, dance and soccer twice a week and the additional three days they are immersed in academic activities with a licensed teacher and two SCAN NY support staff who assist with the academic support in providing for smaller group work. The SCAN staff and teachers meet to plan and discuss how the academic support that is given during After School is an extension of the school day. PS 230x school principal along with SCAN’s site director will directly overs the programs day to day operations

**Part 4b.** Timeline for implementation and completion, including start and end dates.

The ELT portion of the program will begin in November of, 2015 and ends in April 2016.

#### **Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

SCAN NY provides a free five- day-a-week after school program that runs Monday–Wednesday 3:00-5:30 and Thursday- Friday 2:20-5:30. PS 230 teachers are paid per session to provide the academic enrichment piece as well as to plan collaboratively with the SCAN NY support staff around extending the academic day for students. Additionally the SCAN NY staff provides students with the enrichment activities. The SCAN staff and teachers meet to plan and discuss how the academic support that is given during After School is an extension of the school day. PS 230x school principal along with SCAN’s site director will directly overs the programs day to day operations. The schedule adjustments that need to take place were scheduling sessions after school for the staff from the school and the CBO to meet and coordinate services.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  
*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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.

During the academic portion of the ELT program students are group homogenously for small group instruction. Students are given assessments in literacy and math every two months to assess progress. During the enrichment portion of ELT the students are heterogeneously grouped and there progress in the enrichment activities is assess by looking at the schools detention an school level infraction data base. Monthly a report is run and shared with the schools CORE team to see if there is a decrease in school level infractions.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 7: 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>	All Level 1 and 2 students	<p><b>Guided Reading-</b> Push-in. Daily for 50 minutes. Every classroom has two teachers providing targeted small group reading instruction.</p> <p><b>Title III After School Program</b> –Provides additional literacy and mathematics support to students recently transitioning into a monolingual setting.</p> <p><b>ELA- Remediation and Enrichment After School Program</b> -Provides additional support in ELA for students in grades K-5. Children attend program three days per week for 6 hours (2 hours per session). Program also provides enrichment opportunities.</p> <p><b>AIS Tier II and Tier III intervention</b> - Uses various strategies and skills to enhance reading fluency, phonemic awareness and reading comprehension</p>	<p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group-Tier II</p> <p>One-to-one- Tier III</p>	<p>During school Day</p> <p>After school</p> <p>After school</p> <p>During school day</p>

<b>Mathematics</b>	All Level 1 and 2 students	<b>Math- Remediation and Enrichment After School Program</b> - Provides additional support in mathematics for students in grades K-5. Children attend program three days per week for 6 hours (2 hours per session). Program also provides enrichment opportunities	Small Group	After School
<b>Science</b>	All Level 1 and 2 students	In science, the curriculum includes modifications, and materials to support below level students. This is built into the science lessons	Whole class	During the school day
<b>Social Studies</b>	All Level 1 and 2 students	In social studies, the curriculum includes modifications, differentiation and materials to support below level students. This is built into the social studies lessons	Whole class	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have received 3 detentions or 2 or more suspensions in one month.  Teacher and parent referrals based on school intake sheet process	Crisis Intervention during school Anti bullying during school and after school.  Family therapy during and after school.  For 4 <sup>th</sup> and 5 <sup>th</sup> graders Middle School. Application preparation and visitations.  Family Living classes provided during school day and extended school day	Small group	During the school day, and After School

## Section 8: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our strategies for recruitment include utilizing the schools' hiring committee. This committee consists of administrators, teachers and select parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the responses a search begins using the New Teacher Finder and conversations with colleagues past and present within and outside of New York City. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they will fit in with the school's culture. Next, candidates sit for an interview where it is determined if the candidate is a person of interest. The candidate does a demonstration lesson which is observed by administrators and teachers. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed, the committee meets to make selections.

#### 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).
Professional development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. Teachers have weekly common planning time that can be used for ongoing professional development and planning together. Learning Walks, Lab Sites, and study groups will also be tools for ongoing professional development throughout the year. Professional development opportunities provide teachers with After-School professional development in specific areas of instruction. Since the school has been identified as failing to meet the needs of ELL's, some of this professional development will focus on effective ESL strategies that every classroom teacher can use to support these students. Professional development also focuses on providing teachers with additional strategies for identifying students' needs by effectively analyzing student assessment data. Teachers need time to visit high-performing schools in order to see best practices in action. After these inter-visitations, teachers need time to reflect and plan. The goal of the Administration is to increase job satisfaction by creating opportunities for teachers to make more decisions about curriculum, professional development, and certain educational initiatives so that highly qualified teachers will want to be a part of a school that is being moved in a positive direction by the staff as well as the Administration.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

NA

**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).

NA

**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.).

NA

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers have an opportunity to participate in the review, selection and use of appropriate multiple assessment measures during weekly common planning time, which is built into their schedules. Weekly during the 100 minute professional development session along with the weekly common planning grade team meeting teacher engage in the activities of interpreting and using assessment results to improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	192,306.00	X	11,12,14,18,22,23,26
Title I School Improvement 1003(a)	Federal	0	X	11,12,14,18,22,23

Title I Priority and Focus School Improvement Funds	Federal	34,996.00	X	11,12,14,18,22,23
Title II, Part A	Federal	206,927.00	X	11,12,14,18,22
Title III, Part A	Federal	0	NA	NA
Title III, Immigrant	Federal	0	NA	NA
Tax Levy (FSF)	Local	595,602.00	X	11,12,14,18,22,23

**<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 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 230, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 230 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**

PS 230, 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</u>	DBN: <u>09x230</u>
This school is (check one):	
<input 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</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 checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:                      The direction instruction supplemental program will take place each Saturday (excluding holidays) from November 2015 through June 2016. All Entering, Beginning and Emerging ELLs will be targeted to participate. Resources and materials will consist of iPads, cooking supplies, and cultural trade books.

### 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:                      Staff will receive professional development from District and Borough Field Support Centers ELL instructional liaisons. All staff members will receive training. Training will be once during each academic cycle(cycles are mentioned below). Topics to be covered will include, how to communicate with parents and students of other languages, understanding cultural norms of our ELLs and best instructional practices for working with ELL students.

### Part D: Parental Engagement Activities

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

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

Begin description here:                       
There will be a Saturday Parent & Child Cooking, Social Studies and Sports Program to help them develop English Language skills. The program will run for 4 cycles each Saturday (excluding holidays, 4 hours each Saturday):  
November - December  
January - February  
March - April  
May - June  
Parents will be notified via individual phone calls, flyer, letter, electronic sign, poster on front of building. Notification will be in Spanish and English.  
The purpose of the program is to help parent and child learn the American culture while maintaining their own and enhance their English Language skills through visuals, auditory and concrete experiences.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>230</b>
School Name <b>Dr. Roland N. Patterson</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>Rosalind Hoyte</b>	Assistant Principal <b>Patsy Perkins</b>
Coach <b>Effie Johnson</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Delilah Martinez</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ariel Rodriguez</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Leticia Rosario</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	0	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>75</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	-----------	----------------------	----------	---	--------------

# 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 checked="" type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" 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>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	3	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

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

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

\* EP=English proficient student

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

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

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

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

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

**Freestanding English as a New Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						8								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														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														0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
**Paste response to questions here:**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**Paste response to question here:**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Paste response to question here:**
- 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?**Paste response to questions here:**
- 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](#).]  
**Paste response to question here:**
- How do you make sure that a student's new language development is considered in instructional decisions?  
**Paste response to question here:**
- For dual language programs, answer the following:
  - How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?**Paste response to questions here:**

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

**Paste response to question here:**

## 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.  
**Paste response to question here:**
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).  
**Paste response to question here:**
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).  
**Paste response to question here:**
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.  
**Paste response to question here:**
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).  
**Paste response to question here:**
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.  
**Paste response to question here:**
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.  
**Paste response to question here:**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**Paste response to question here:**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**Paste response to question here:**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**Paste response to question here:**
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.  
**Paste response to question here:**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Paste response to question here:**
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).  
**Paste response to question here:**

# 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.  
**Paste response to questions here:**
  - 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)?  
**Paste response to questions here:**
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.  
**Paste response here:**
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
**Paste response to question here:**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
**Paste response to question here:**
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**Paste response to questions here:**
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?  
**Paste response to question here:**
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?  
**Paste response to question here:**

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

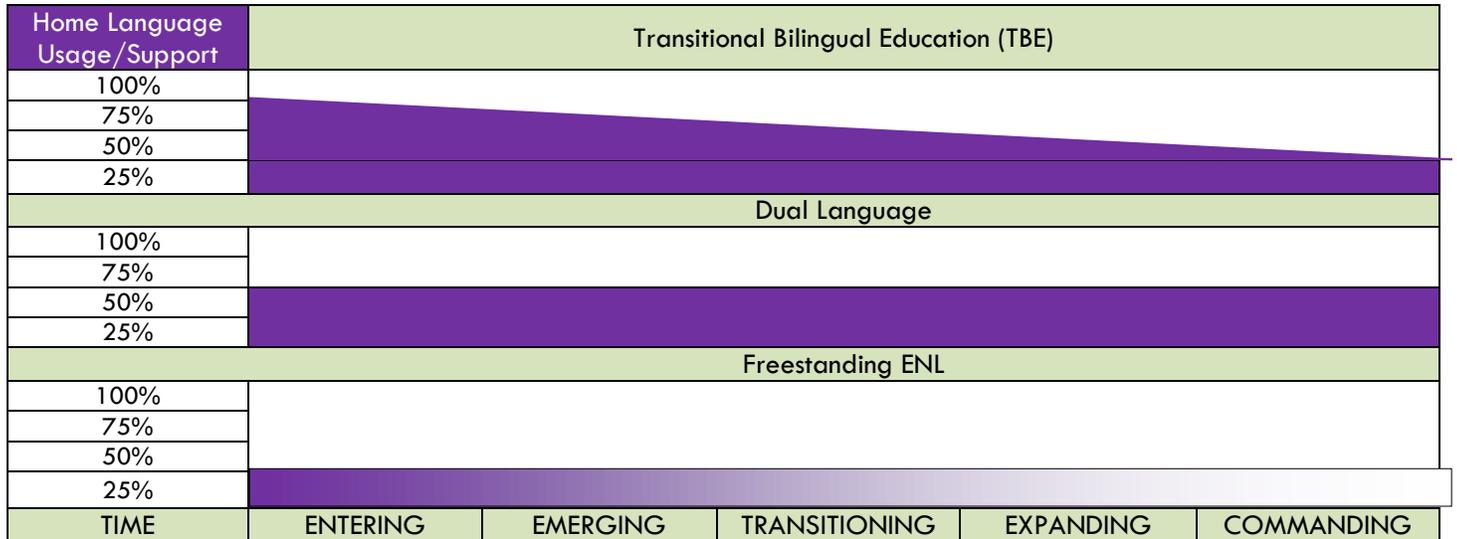


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**Paste response to question here:**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Paste response to question here:**
12. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
13. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
**Paste response to question here:**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Paste response to question here:**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
**Paste response to question here:**
19. What language electives are offered to ELLs?  
**Paste response to question here:**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Paste response to question here:**
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?  
**Paste response to question here:**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**Paste response to question here:**
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.

**Paste response to question here:**

### 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?

**Paste response to question here:**

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.

**Paste response here:**

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

### 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: _		School DBN: _	
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)
Rosalind Hoyte	Principal		1/1/01
Patsy Perkins	Assistant Principal		1/1/01
Ariel Rodriguez	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 09X230**      **School Name: Dr. Roland N. Patterson**  
**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.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

---

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

Information from the Home Language Identification Survey, verbal feedback from parents and students is used to assess language preferences.

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

**Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Calendar - Monthly  
Flyers - Monthly  
After School Letter - Two - three times a year  
PTC- 4 times a year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.T.C. - Thursday, November 5, March, June  
Back to School Night, Thursday, September 24  
Monthly Family Nights

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

---

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

Documents will be translated by staff members and by the Translation & Interpretation Unit if necessary.

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

Our guidance counselor, school aide and the parent coordinator of our co-located school will assist with our interpretation needs.

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

---

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

During our November faculty conference our staff will be made aware of how use to translation services.

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

---

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

Checklist of Notification Requirements

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

**Part F: Monitoring and Quality Control**

---

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

We will ask our staff listed above to interview parents to gather information about how parents perceive the services being provided.