

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X279

School Name:

P.S. 279 CAPTAIN MANUEL RIVERA, JR.

Principal:

JEAN DALTON ENCKE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 279 School Number (DBN): 10X279
Grades Served: K-8
School Address: 2100 Walton Avenue, Bronx NY 10453
Phone Number: 718-584-6004 Fax: 718-584-7220
School Contact Person: Jean Dalton Email Address: Jdalton2@schools.nyc.gov
Principal: Jean Dalton
UFT Chapter Leader: Bonnie Kirkwood
Parents' Association President: Heidi Colon
SLT Chairperson: Bibiana Alba
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Andrea Decena
Student Representative(s): Virginia Diaz
Johan DeLeon

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Room 836, Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1 Fordham Plaza Bronx, NY 10458, 1230 Zerega Avenue, Bronx, NY
Director's Office Address: 10462
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) 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)
Jean Dalton	*Principal or Designee	
Bonnie Kirkwood	*UFT Chapter Leader or Designee	
Heidi Colon	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Virginia Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Johan deLeon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Helena Yordan	CBO Representative, if applicable	
Bibiana Alba	Member/ Teacher	
Joeann Buist	Member/ Teacher	
Griselda DeLeon	Member/Parent	
Ashanty Mejia	Member/Parent	
Tana Velez	Member/ Parent	
Danielle Iannone	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ashanty Mejia	Member/ Parent	
Indira Turner	Member/Teacher	
Dayssy Garcia	Member/ Parent	
Verdiva Thompson	Member/ Teacher	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan 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 CEP 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP 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.

School's Mission Statement:

We are a community of learners dedicated to upholding high expectations by providing consistent quality instruction and by taking personal responsibility for creating independent thinkers and tomorrow's leaders.

Context:

PS/MS 279 is an elementary and middle school with 1084 students from kindergarten through 8th grade. The school population is comprised 80% Hispanic, 16% Black, 3% Asian and 1% other. The student body includes 29% English Language Learners and 20% Special Education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate is 92% and ___% of our students reside in temporary housing.

Although our school makes progress with students, we are still only at 8% proficiency in ELA. Therefore, literacy is our school-wide focus. All teachers are considered literacy teachers and are trained accordingly. Our professional development plan ensures that all teachers receive professional development around the ELA common core standards and observations are focused to ensure implementation of new learnings. Content area teachers in middle school are expected to have a content and a literacy objective. Half of our MS staff is involved in the Reading Apprenticeship Program designed to make "reading" a key component in the content areas.

Our school has reorganized our school schedule to allow for a period daily for Strategic Period and/or response to Intervention. We have also adopted Teachers College Reading and Writing to ensure that our students reading/writing needs are met and that their progress is monitored regularly so instruction is revised when necessary.

In mathematics, our school is currently performing at 10% proficiency. We have adopted the Go math and CMP curriculum. Our teachers collaborate to develop unit assessments that are standards based and student performance is tracked on a math tracker. Math trackers are analyzed and re-teaching occurs for students who have not mastered the necessary performance indicators for the unit.

Our school knows that in order for students to be academically successful, they need to be socially and emotionally sound as well. At PS/MS 279 we do a variety of programs to support the "whole" child, below are just a few:

- Coca Cola Valued Youth Program – a program designed to take our most at-risk students and provide them with the skills and learnings to become tutors to our early childhood students. This program is designed to empower our most at-risk students to become college and career ready.
- Community Service – a program designed to empower students to feel a "part of something."
- G.R.A.C.E./ B.R.A.C.E – a girls and boys after school club designed to empower young students to make healthy choices and give back to their communities.
- Sports Program – our school provides multiple sports venues for students to showcase their talents and build their self- esteem – Rugby, Basketball, Baseball, Soccer.

Partnerships

PS/MS 279 believes that it truly does take a village to raise a child and therefore we work collaboratively with the following partners:

Morris Heights Health Clinic

Riverdale Country School

Committee for Hispanic Children and Families

Institute for Developmental Research Association (I.D.R.A)

Our focus this year is to ensure that all students are cognitively engaged in rigorous instruction so that they become more independent learners. We are also going to continue focusing on literacy in all content areas - all teachers will be expected to be reading and writing teachers so that all students become proficient in literacy

10X279 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1079	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	12	# Drama	N/A
# Foreign Language	1	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.6%	% Attendance Rate			91.8%
% Free Lunch	93.6%	% Reduced Lunch			2.6%
% Limited English Proficient	29.2%	% Students with Disabilities			19.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			15.5%
% Hispanic or Latino	79.3%	% Asian or Native Hawaiian/Pacific Islander			4.3%
% White	0.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			7.08
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.9%	Mathematics Performance at levels 3 & 4			14.0%
Science Performance at levels 3 & 4 (4th Grade)	61.3%	Science Performance at levels 3 & 4 (8th Grade)			37.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Quality Review 2014-2015

1.2 Pedagogy (Area of Focus)

Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is aligned to the curriculum, engaging and differentiated to enable all students to produce meaningful work products.

Findings: Across classrooms, teaching strategies consistently provide multiple entry points into the curricula and access to high levels of thinking.

Impact – Students are engaged in appropriately challenging tasks and are able to demonstrate higher-order thinking skills and create rigorous work product. However, not all students were provided with high quality supports and extensions into the curricula, impeding their full participation and ownership of their work.

1.1 Curriculum (Proficient)

Findings: School leaders and staff have made purposeful decisions to ensure alignment of the curricula and tasks to the Common Core, the instructional shifts and content standards. Curricula and academic tasks are planned and refined using student work data.

Impact: The alignment of curricula and academic tasks to the standards and the shifts and the use of data to make curricular adjustments have helped promote college and career readiness for all students as well as promoted access for students to the curricula and tasks.

Based on ADVANCE data, 86% of our teachers were rated Effective/Highly Effective overall , however only 67% of our teachers were rated effective/ highly effective in Domain 3C – student engagement.

Performance Series

The average gain in Mathematics from the Fall to Spring Assessments measured 162 points.

In ELA the average gain between the two assessments was 210 points.

NYSESLAT

ELLs – 30%

Long Term ELLs -17 students

SIFE – 33 students

ELLs who scored below Level 1 and 2 – 25 students

Student at Risk – 43%

124 students = 52% of the total ELLs made progress

Our data indicates that even though we made progress, 43% of our ELL population continues to be at risk. We have 33 students in grades 3-8 that have interrupted education (SIFE) and 17 students are Long Term ELLs.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June of 2016, administration and staff will share in an on-going cycle of observation, feedback, and professional development resulting in a 10% increase in the number of teachers rated Effective in Component 3C of the Danielson Rubric– thus resulting in an increase of students being cognitively engaged in classroom observations

Part 3 – Action Plan

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none">• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. <ul style="list-style-type: none">• Ongoing professional development conducted to support teachers in understanding/implementing the critical attributes of the Danielson Rubric and utilizing the Rigor Relevance Framework to select appropriate instructional strategies, differentiate instruction and facilitate higher achievement goals.• Teacher(s)/teacher teams revise units and lessons to ensure that instructional activities and materials challenge student thinking and provide opportunities for students to make their thinking visible. In their planning, teachers indicate groupings and scaffolds that support engagement for all students.	All Teachers	September 2015-June 2016	Instructional Leaders, Content Coaches, TCRWP Consultant(s), grade team leaders

<ul style="list-style-type: none"> • Instructional leaders support teachers in utilizing data to group students and identify appropriate scaffolds to support student engagement 			
<p>Teacher(s)/teacher teams review student work to:</p> <ul style="list-style-type: none"> • Monitor student achievement of CCLS through the use of CCLS aligned data trackers in the content areas and through the use of Assessment Pro in literacy • Identification of patterns and trends for struggling learners, ELLs, SWDs and advanced students to provide opportunities for differentiation, targeted re-teaching and enrichment. • Norming of instructional strategies (providing multiple entry points, opportunities for students to make thinking visible, prompting discussion, etc.) and the application of assessment tools i.e. running records, CCSS aligned rubrics, etc. 	All Teachers	September 2015-June 2016	Instructional Leaders, Content Coaches, TCRWP Consultant(s), grade team leaders
<ul style="list-style-type: none"> • Analysis of student data (CCLS aligned in-school assessments, Running Records, Performance Series, and CCLS standardized assessments), to identify gaps in student achievement and implement strategies to close gaps in achievement. • Teacher meetings with Instructional Leaders/Content Coaches/TCRWP Consultants to review class data, revise learning goals and implement specific strategies to support struggling learners, ELLs, SWDs and advanced learners. • Teacher teams review rubrics, checklists, etc. for content and CCLS alignment and implement them to support student self-assessment 	All Teachers	September 2015-June 2016	Instructional Leaders, Content Coaches, TCRWP Consultant(s), grade team leaders
<ul style="list-style-type: none"> • On-going use of formative and summative assessment data to vary groups and differentiate instruction for students based on their learning needs and subgroup status (ELLs, SWD, SIFE, etc.) 	All Teachers	September 2015-June 2016	Instructional Leaders, Content Coaches, TCRWP Consultant(s), grade team leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Teacher team/common planning time. • TCRWP Consultants and Instructional coaches to support Professional Development and in-class support/modeling (K-2, 3-5 and 6-8). • Instructional programs to support implementation of CCSS Units of Study (TCRWP Reading, Writing and Social Studies Units of Study, Go Math, CMP3)

- Leveled texts (fiction and nonfiction)
- Per session funding to support additional team planning

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		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

January 2016 Benchmarks :

- 5% increase in number of teachers rated Effective/Highly Effective in Component 3c: Student Engagement as measured by Advance
- 3 revised CCLS aligned units of study with lessons indicating multiple points of entry.
- Monthly data meetings with coaches to review assessment data and support teachers in using data to inform instruction
- Evidence that student data is used to inform student grouping i.e. in lesson plans, reading groups, etc.
- 5% increase of students meeting mastery based on tracker data.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Quality Review 2014-2015

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

Findings: School leaders consistently communicate and provide training to the entire staff to meet high expectations and provide families with information about how the school’s expectations for students are connected to a path of college and career readiness.

Impact: In providing training to the staff, school leaders promote a system of accountability within the school that enables teachers and themselves to offer ongoing feedback to help families understand student progress toward those expectations.

1.1 - Ensure engaging, rigorous, and coherent curricula in all subjects

Findings: School leaders and staff have made purposeful decisions to ensure alignment of the curricula and tasks to the Common Core, the instructional shifts and content standards. Curricula and academic tasks are planned and refined using student work and data.

Impact: The alignment of curricula and academic tasks to the standards and the shifts and the use of data to make curricular adjustments have helped promote college and career readiness for all students as well as promoted access for students to the curricula and tasks.

Learning Environment Survey:

Our School Survey: 2014-2015

58% parents took the survey

98% teachers took the survey

87% of the members of the school community ‘agree’ and ‘strongly agree’ that there is safety and order in the school.

99% of the members of the school community ‘agree’ and ‘strongly agree’ that emphasis are placed on Social Emotional Learning. However safety and classroom behavior is at 87% and 84% respectively.

Our data indicates that even though our school establishes high expectation to staff, student and teachers it is not reflected in our Learning Environment Survey as the number of parents completing the survey is only 58%. As we further disaggregated our data we notice that even though the 99% of the school community believe that emphasis

are placed on Social Emotional Learning, strategies and guidance is needed for improving classroom behavior and support academic work.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

2. By June 2016 there will be a 10 % increase in the number of parents completing the Learning Environment Survey believing that PS/MS 279 is a school that sets high expectations and makes students and families feel welcome .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • School leaders use teacher, student and other data to help explain the expectations to not only staff but parents around professionalism and the school goals. This is done through weekly newsletters, parent forums and monthly meetings for parents. • Monthly parent calendars/newsletters informing parents of what is happening in the school and in the classroom. • Tea & Talk Sessions for parents to support them in their own emotional and social well- being so they can better support their children 	<p>All parents and teachers</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders, grade team leaders, instructional coaches.</p>
<ul style="list-style-type: none"> • Families are invited to meet with their teachers on Tuesdays as part of Parent Engagement Component. Parents are invited to all Parent Teacher conferences, Publishing Parties and other school events to share student accomplishments 	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Team leaders, instructional coaches.</p>
<ul style="list-style-type: none"> • Select students from of our Middle School are part of the Coca Cola Valued Youth program. This program instills in them the values and life skills necessary for them to be successful in life. Students in this program receive training in how to 	<p>Middle School Students and parents</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders, classroom teachers, grade team leaders, Coca Cola</p>

<p>become leaders and help others using the skills they do have. Coca Cola youth members tutor younger students during the school day and in after school.</p>			<p>Valued program consultants</p>
<ul style="list-style-type: none"> ● Parent workshops on college and career readiness. These workshops are held on a monthly basis to inform parents of resources available to parents to support the implement CCLS at home. ● Family High School Fairs to encourage parents to participate in their child’s education. ● School-wide grading system that allows parents to access student’s grades and correspond with teachers. ● Open house for parents after school on Tuesdays. During this time, teachers provide workshops for parents and talk with them about their child’s progress towards meeting the standards and how they can best support them at home. ● Curriculum Night to expose parents to the common core standards and classroom expectations. ● The school has established a core Crisis Team that includes members of school community such as teachers, guidance counselors, coaches and other personnel that meet regularly to discuss strategies to improve classroom behavior and incorporate social/emotional learning current classroom practices. ● Teachers meet with Instructional Leaders/Content Coaches/TCRWP Consultants to review class data, revise learning goals and implement specific strategies to support struggling learners, ELLs, SWDs and advanced learners. ● Instructional leaders and teachers will participate in a study group to learn, discuss and implement best practices and social emotional learning in their classrooms. 	<p>All parents and staff</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders, grade team leaders, instructional coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ● Written and Oral Communication about school events to appropriate members of school community. ● Schedule time for monthly Crisis Team meeting and other meetings such as Safety Meeting, SLT ● Utilize Tuesday Parent Time to articulate school-wide goals and expectation. ● Funding for parent outreach to support improved outcomes.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • Monthly data meetings with coaches to review assessment data and support teachers in using data to inform instruction • Evidence that student data is used to inform student grouping i.e. in lesson plans, reading groups, etc. • A 5% increase in Parents attending Tea and Talk. • 10% Reduction in demand for School Guidance Counselor as measured by number of infractions recorded on the school-wide system of recording incidences. • Increased attendance at the school based professional development sessions for parents on academic and or social/emotional related issues.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Quality Review

1.2 Pedagogy (Area of Focus)

Findings: Across classrooms, teaching strategies consistently provide multiple entry points into the curricula and access to high levels of thinking.

Impact – Students are engaged in appropriately challenging tasks and are able to demonstrate higher-order thinking skills and create rigorous work product. However, not all students were provided with high quality supports and extensions into the curricula, impeding their full participation and ownership of their work.

2.2 Assessment (Proficient)

Findings: Across classrooms, teachers use and create assessments and rubrics that are aligned with the school’s curricula and that help to determine student progress toward goals across grades and subjects.

Impact: The assessments analyzed provide the teachers and students actionable feedback, information around progress towards goals and allow teachers to adjust curricula and instruction accordingly.

3.4 - High Expectations (Proficient)

Findings: School leaders consistently communicate and provide training to the entire staff to meet high expectations and provide families with information about how the school’s expectations for students are connected to a path of college and career readiness.

Impact: In providing training to the staff, school leaders promote a system of accountability within the school that enables teachers and themselves to offer ongoing feedback to help families understand student progress toward those expectations.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

3 . By June 2016, we will increase the number of students who meet proficiency (Levels 3 and 4) in NYS ELA by 5% and in Math by 8%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Using the Teachers College model and coaches, teacher teams will meet weekly for appropriate PD designed to effectively implement instructional strategies for collaboration and support • Teacher teams will lead ongoing inter-visitations to model and share successful strategies in Literacy and Mathematics 	All teachers	September 2015-June 2015	Instructional Leaders and Grade Team Leaders
<ul style="list-style-type: none"> • Teachers will monitor student progress on Assessment Pro using collective data such as I-Ready, DRP, TC Running Records, TC Foundational Assessment and Benchmarks (K-2), and P Series. • Teacher teams will examine student assessments and further assess those students indicating academic deficiencies with the Wist, TOSWRF, Wade and Slosson • Specific interventions will be determined to accommodate the needs determined by the data such as Just Words, Wilson, Foundations Intervention, Lexia, and small group strategy instruction. 	All teachers	September 2015-June 2015	Instructional Leaders and Grade Team Leaders
<ul style="list-style-type: none"> • Instructional Leaders and Teacher Teams will work collaboratively and delve deeper into the units of study for closer analytical reading of texts and improvement in Literacy. • Team teachers will use DOK rubric to promote higher level thinking skills and devise strategies to adjust unit lessons for differentiation and scaffolding to ensure the Common Core Standards are addressed. • Instructional Leaders and Team teachers will conduct study groups based on comprehensive review indicating the needs for further professional inquiry in specific areas for educational growth. 	All teachers	September 2015-June 2016	Instructional Leaders and Grade Team Leaders

<ul style="list-style-type: none"> • Instructional Leaders and Team Leaders will conduct various PDs after attending TC workshops in order to turn key and share information. • Each grade will have a determined lab site where teachers can observe best practices. • Intervisitation within our school and network will be established to give teachers the opportunities to observe, support and/or improve their teaching practice. • Instructional leaders will support and guide grade teams to adapt instruction of specific CCLS including targeted small group instruction, questioning and extending through analysis of the math data trackers. • Grade team teachers will collaborate weekly to so ensure that mathematics units and tasks are rigorous and provide multiple points of entry so that all students can be successful • Teachers will collaborate and analyze student work samples and share best practices to devise strategies in order to address struggles and/or misconceptions. • Instructional leaders and teacher teams will review data from math tracker to hone in on strengths and weaknesses of ELLs, SWD and the lowest third. • Instructional leaders and teachers will analyze data from the math tracker, performance series and i-Ready to determine the needs of their students. • Instructional leaders and teachers will participate in book clubs to learn, discuss and implement best practices in their classrooms. 	All teachers	September 2015-June 2016	Instructional Leaders and Grade Team Leaders
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Scheduled programming to allow time for common planning for all teachers by grade and content area. • Per diem funding for substitute teachers to free up teachers for additional planning and inter-visitations • Ongoing Professional Development Mondays • Ongoing training and PD to support/model Wilson, Foundations, and Just Words (K-8) • MSQI Professional Development and Teacher collaboration

- Reading Apprenticeship
- Instructional leaders to provide PD and in class support.
- TCRWP Consultants to Support and Train teachers in grades K-8
- Additional implementation of nonfiction leveled text across domains
- Funding for parent outreach to support improved outcomes

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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

- 5% growth overall for grades 3-8 performance from I-Ready Diagnostic 1 to i-Ready Diagnostic 2 in both Math and ELA.
- Content Focused Unit Plans for Mathematics and ELA for grades K-8 reflecting CCLS alignment and resources needed.
- TC Running Records will be administered periodically throughout the year to indicate progress
- TC Foundational Benchmark assessments (K-2), P Series and DRP (3-8) to specify growth and mastery
- The TC Reading and Writing Performance Assessments K-8 to monitor and indicate growth

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Quality Review 2014-2015

1.2 Pedagogy (Area of Focus)

Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is aligned to the curriculum, engaging and differentiated to enable all students to produce meaningful work products.

Findings: Across classrooms, teaching strategies consistently provide multiple entry points into the curricula and access to high levels of thinking.

Impact – Students are engaged in appropriately challenging tasks and are able to demonstrate higher-order thinking skills and create rigorous work product. However, not all students were provided with high quality supports and extensions into the curricula, impeding their full participation and ownership of their work.

1.1 Curriculum (Proficient)

Findings: School leaders and staff have made purposeful decisions to ensure alignment of the curricula and tasks to the Common Core, the instructional shifts and content standards. Curricula and academic tasks are planned and refined using student work data.

Impact: The alignment of curricula and academic tasks to the standards and the shifts and the use of data to make curricular adjustments have helped promote college and career readiness for all students as well as promoted access for students to the curricula and tasks.

Advance data shows that 86 % of teachers perform in the Effective/ Highly Effective levels based on the MOTP in Advance.

Performance Series

The average gain in Mathematics from the Fall to Spring Assessments measured 162 points.

In ELA the average gain between the two assessments was 210 points.

NYSESLAT

ELLs – 30%

Long Term ELLs -17 students

SIFE – 33 students

ELLs who scored below Level 1 and 2 – 25 students

Student at Risk – 43%

124 students = 52% of the total ELLs made progress

Our data indicates that even though we made progress, 43% of our ELL population continues to be at risk. We have 33 students in grades 3-8 that have interrupted education. (SIFE) and 17 students are Long Term ELLs.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

4 . By June 2016, there will be a 5% improvement in the number of teachers performing at the Effective/ Highly Effective level as measured by MOTP in Advance

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Differentiated professional development based on teacher needs as indicated by Advance observational data • Development of Teacher Advance binders to support teacher professional learning in areas of need as indicated in Advance • Teacher self reflection goal setting sheet to outline professional development plan for school year • Professional Learning communities around Domain 3B - Questioning and Discussion and 3C - Student Engagement to ensure all students are being cognitively challenged 	<p>All Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administrators Instructional Support Coaches Teachers</p>

Lesson plan clinics to help teachers prepare lessons that actively engage students in the learning and enable them to differentiate for all learners (SPED, ELL and advanced			
<ul style="list-style-type: none"> Beginning, middle and end of year data meetings with teachers to monitor progress in relation to the Danielson components that they have been working on, as well as student data to ensure all students are progressing academically Timely and actionable feedback provided to teachers within 48 hours of observation Improvement plan with timeline for all teachers rated Developing/Ineffective as indicated in Advance 	All Teachers	Sept 2015- June 2016	Administrators Instructional Support Coaches
<ul style="list-style-type: none"> Inter/Intra visitations to share best practices Parent workshops on CCLS and the implementation of advance in their child’s classroom Professional development training to entire staff and families to meet high expectations and ensure students are on a path to college and career readiness 	All Teachers All Families	Sept 2015- June 2016	Administrators Instructional Support Coaches Teachers
<ul style="list-style-type: none"> Inquiry groups designed to identify patterns and trends for all learners (ELLs, SPED, Advanced) to provide instructional next steps such as opportunities for differentiation, targeted re-teaching and enrichment 	All Teachers	Sept 2015- June 2016	Administrators Instructional Support Coaches Teachers

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.											
<ul style="list-style-type: none"> Teacher Self Reflection form Professional reading materials to anchor the differentiated PD School schedule with common planning times built in for Instructional support Per Session funding for additional planning and coaching support Per diem funding for substitute teachers to free up teachers for additional planning and inter-intra visitations Teacher Professional Development/Advance Binders Coach schedules 											
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		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

- Monthly lesson plan clinics designed around Danielson Domain 3
- Growth of grades on school data trackers to ensure students are making progress
- Monthly check in on data meetings with coaches to ensure students on making progress in the aforementioned assessments
- Weekly administrative meetings to look at patterns and trends across classrooms based on observational feedback
- Weekly coach meetings to address needs of teachers based on observational data
- Monthly professional development calendar to address the needs of all teachers
- January check in with teachers to ensure their professional development needs are being met and that they are progressing along the Danielson continuum

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Overall Data:

94% of students attending PS/MS 279 were eligible to receive free or reduced price lunch in the 2014-2015 school year

The average attendance rate was 92%. The chronic absenteeism rate is 30%.

28% of students attending PS/MS 279 live in temporary housing.

School Survey Data:

58% of parents completed the 2014-2015 Learning Environment Survey

79% of parents responded positively with regard to parent involvement in the school

95% of teachers responded positively with regard to teacher outreach to parents during the school year

96% of parents responded positively when asked if they trust their child’s teacher, while 95% of parents responded positively that they trust the school Principal.

Quality Review 2014-2015 Data:

3.4: Establish a culture for learning that communicates high expectations to staff, students and families, and provides supports to achieve those expectations (Proficient)

Findings: School leaders consistently communicate and provide training to the entire staff to meet high expectations and provide families with information about how the school’s expectations for students are connected to a path of college and career readiness.

Impact: In providing training to the staff, school leaders promote a system of accountability within the school that enables teachers and themselves to offer ongoing feedback to help families understand student progress toward those expectations.

Our data indicates that while parents report positive interactions with their child’s teacher and school leadership, more opportunities for parents to engage in the school community are needed to involve a greater number of parents in the school community.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

5 .By June 2016, there will be a 10% increase of parent participation in our school wide events and a 5% increase in parents who respond positively with regard to parent involvement on the school Learning Environment Survey, as a result of increased outreach and flexible scheduling for parent activities .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Four scheduled Parent-Teacher sessions will be widely promoted to maximize participation by parents at families. During the September Parent Engagement night, families will have the opportunity to meet with their child’s teacher(s), learn about the curriculum and special programs offered and visit their child’s classroom. Parent-Teacher conferences will take place from the afternoon until 8:00 pm. At these conferences, report cards will be distributed with time for families to meet with their child’s teacher(s) to discuss their progress. For the May Parent Engagement night, families will come to school with their child to celebrate the work students have completed throughout the school year. 	<p>Families</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders Parent Coordinator Family Workers Classroom Teachers</p>
<ul style="list-style-type: none"> • The use of contractually mandated parent engagement time on Tuesday afternoons has been utilized in many different ways to increase communication with parents and to bring parents into the school building to take part in different activities with school staff. In addition to making parent phone calls and setting up individual parent meetings during this time, teachers will also create newsletters to highlight important upcoming information and events to families. Additionally, parents are invited to take part in workshops on how to create accounts and use Engrade, the school-wide grading website, how to help their children 	<p>All families</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders Classroom Teachers Family Workers Parent Coordinator</p>

become more successful readers, and to participate in sports and fitness activities			
<ul style="list-style-type: none"> Guidance counselors and family workers conduct workshops on the middle school and high school application process for fifth and eighth grade families. In addition to covering the general application process, workshops will also be held on admission to specialized and audition high schools and on special considerations for the high school application process for students with disabilities and English language learners 	Families of 5th and 8th graders	September 2015-June 2016	Instructional Leaders Guidance Counselors Family Workers
<ul style="list-style-type: none"> In collaboration with the Committee for Hispanic Children and Families program, parents are invited to take part in the “Padres Comprometidos” program, a ten week parent university program to help parents become more involved in the school community and to help parents prepare their children for college and careers. Two ten week cycles of the program will be offered. Students and their families will be offered the opportunity to take part in the CHISPA (Children Investigating Science with Parents After School) program. In partnership with CHCF staff, CHISPA will run in eight week cycles after school to increase engagement in science. In collaboration with the Committee for Hispanic Children and Families program, parents are invited to take part in the “Padres Comprometidos” program, a ten week parent university program to help parents become more involved in the school community and to help parents prepare their children for college and careers. Two ten week cycles of the program will be offered. Students and their families will be offered the opportunity to take part in the CHISPA (Children Investigating Science with Parents After School) program. In partnership with CHCF staff, CHISPA will run in eight week cycles after school to increase engagement in science. 	Students, Parents and families	September 2015- June 2016	CHCF Staff

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> Monthly school-wide calendar of events and newsletters sent home with students Parent Conferences and parent engagement events advertised with fliers, phone calls, and emails Scheduling parent conferences in both the afternoon and evening to allow more parents to attend Funding to allow 8th grade students to have breakfast at the school and travel with family members and staff members to the Bronx High School Fair in October.

- Scheduled time to allow for collaboration between school staff and CHCF staff on various programs and opportunities available to students and families

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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

February 2016 Benchmarks:

- All members attend SLT Meetings, evidenced by minutes
- 5% increase in attendance at monthly PTA meetings, evidenced by attendance sheets
- 6% increase in attendance at Parent Engagement functions, based on sign in sheets

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	K-2 TC Running Records, TC Foundational Assessment and Benchmark, Foundations Unit Assessments, Baselines 3-8 TC Running Records, DRP, P Series, iReady, Baselines, NYSELA Test	Guided Reading Small Group Strategy Groups and Foundations, Word Study, Word Generation, Lexia.	Small Group One to one	During the school day After school
Mathematics	3 - 8 NYS Assessment K - 8 Math Data Trackers 3 - 8 Performance Series 3 - 8 i-Ready Diagnostics	Small group intervention & fluency	Small Group One to one	During the school day
Science	Performance Series TC Running Records	Word Study Academic Vocabulary	Small Group One to one	During the school day
Social Studies	Performance Series TC Running Records	Word Study Academic Vocabulary	Small Group One to one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Child Study Meetings Parent request	Role Play Conflict resolution	Small group One on One	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Building capacity by empowering teacher leaders to act as mentors to support and instruct new teachers. • Creating grade level leaders to facilitate common planning periods and act as lab sites when necessary. • Hiring of a full time math and literacy coach to support teachers with content and pedagogical skills • Creating a hiring committee comprised of teachers, AP's and principal to recruit and retain highly qualified teachers • Partnering with a Teacher's College literacy consultant to recruit and retain HQ teachers. • Creating lead teacher positions to support literacy and math instruction for all students • The designation of a highly qualified bilingual coordinator and instructional coach • The purchase of web-based reading improvement programs i.e., System 44, Rosetta Stone, and Achieve 3000 have given literacy classroom teachers more options for creating focused learning centers in the classroom and in technology labs on grades 1 to 8. • The retention of a guided reading push-in teacher for grades K-5 to support teacher development in the practice of guided reading and contributes to the retention of high performing teachers on these grades. • The purchase of web-based Help Math program for use by most math teachers is a retention strategy because it facilitates effective and easy differentiation of math instruction. • Participation in MSQI and ESQI that provides professional development to all grade teachers in an effort to have all students performing at or above grade level. • Participation in Teacher's College Professional Development workshops to enhance teacher content and pedagogy.

2b. High Quality and Ongoing Professional Development

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

- Teachers College Reading and Writing Consultants provide regular professional development to teachers through planning sessions and lab sites. Teachers attend professional development at Teachers college and then turnkey to their colleagues.
 - MSQI Coach provides professional development to teachers through workshops, modeling, coaching and planning sessions
 - Reading Apprenticeship Coach provides professional development to teachers through workshops, modeling, coaching and planning sessions
 - School-based Literacy and Math Coach provide on-going training on best practices, grounded in Danielson, through modeling, coaching, workshops and lab sites
 - Paraprofessional Study Group led by Reading specialists to ensure that our paraprofessionals are receiving training in literacy interventions to best support students' needs
 - The scheduling of 5 additional half days for common core training
 - Weekly common planning periods on all grades for planning and sharing best practices
- Inter-visitations among teachers to share best practic

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/info, early intervention services, etc.).

- Collaborate with feeder schools to set expectations for pre-school stability

- Set up tours of our school for the neighboring pre-schools
- Two orientation meetings - June and September
- Open house provided by the PTA to answer questions and alleviate concerns
- Workshops from the Guidance Counselor for parents to help in the transition from Pre-K to Kindergarten

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.

Grade teams with the Instructional coaches collaborate to

- Review running records on a monthly basis to monitor progress
- Review math data trackers after each unit of study to ensure mastery and inform next teaching points
- Devise CCLS aligned rubrics, checklists and other criteria for assessing student work & providing actionable feedback
- Conduct Professional learning Communities around Danielson 3c
- Examine the item analysis resulting from the 4 Simulation Tests in ELA and also in Mathematics
- Develop suitable strategies to address gaps in student understanding as revealed in the Simulation data

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	975,217.00	X	5a,5b,5d, 5e
Title II, Part A	Federal	131,469.00	X	
Title III, Part A	Federal	37,996.00	X	5a,5b,, 5c,5d, 5e
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	6,199,410.00	X	5a,5b,5c, 5d, 5e
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¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** 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.
- **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:** 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS/MS 279]**, 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/MS 279]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

[PS/MS 279] , 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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>The Captain Manuel Rivera Jr</u>	DBN: <u>10x279</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: Our Title III Program will begin from Dec 3- March 26 to provide the students with multiple opportunities for growth in both languages, English and Spanish. The purpose of providing support in both languages is to make students proficient in English so they are able to transition. The program will be tailored to meet the needs of students who require additional assistance in language development, reading skills as well as meeting their grade-level academic standards. We use NYSESLAT data analysis in listening, speaking, reading and writing, NYS ELA assessments as well IReady Diagnostic assessments to determine the skills and strategies needed for learning a particular modality of the Language Arts/NYSESLAT. Currently we have 312 of ELLs enrolled in our school. Based on our data, students currently invited to our Title III afterschool programs are students that have been classified as Long Term ELLs and SIFE. Our goal is to serve 75% of our ELLs. We will be serving 200 students who will be taught by certified Bilingual Teachers; 8 teachers during the afterschool program and 4 teachers on Saturdays. Approximately 120 will be served during the week and the remaining 80 students will be served on Saturdays.

Our Title III program will be in session from 2:30 PM to 4:30 PM Wednesday and Thursday, and 9:00-12:00 on Saturdays. Our Saturday program will commence on Dec 6 and continue through March 28th. During afterschool and on Saturdays, direct instruction will be provided in literacy and math. The math block will focus on developing students skills in mathematics based on CCLS. Teachers will use resources from Common Core Library to supplement and scaffold instructions for students in the program. The literacy block will focus on reading of fiction and non-fiction text as well as engage students in on-demand and reflective writing. Moreover, the program will focus on developing phonics using phonics-based program from Scholastic System 44 as well as LEXIA, a researched based program to improve comprehension. ELLs enrolled in the Title III program will be provided with a scaffolded curriculum to meet their language needs in the areas of speaking, reading, writing and listening. ELLs will be identified for learning needs per their years of service and will be provided a tailored curriculum to meet such needs. ELLs who are within years 0 and 2 will be provided intervention services in the form of recognizing letter-sound relationships in an effort to improve their word recognition and reading fluency. Teachers will use materials from Language Power as well as Guided Reading to increase their reading skills and comprehension. Our goal is that through Guided Reading, Shared Reading and Read Aloud students will be introduced to new academic vocabulary as well as develop oral language. ELLs in years 3 and beyond will be providing direct instruction in comprehension strategies to help monitor their reading and improve reading comprehension. Writing will also be addressed and students will be provided with scaffolded intervention strategies such a formulaic writing stems, sentence starters and progressing to using graphic organizers with minimal assistance to improve their writing.

Additionally to address the needs of SIFE students, we are working through the following steps: to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services and ongoing assessment to monitor progress. For this school year 2014-2015 we intend to use Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools, specifically to provide educators with a diagnostic that would support the SIFE identification process. The results of the LENS will offer educators detailed descriptions of a student's skills and abilities in reading, vocabulary, and math. The Spanish LENS will also test phonics, single word reading, and sentence reading. This tool will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing

Part B: Direct Instruction Supplemental Program Information

each individual student's strengths and weaknesses is essential for teachers to plan instruction.

-
Our SIFE students will be taught using scaffolding techniques to integrate oral and written language into content area instruction, such techniques include using instructional tools such as graphic organizers, visuals and short videos to help students to make sense of content. Project Based Learning, researched based program such as Lexia and Achieve 3000 will be used to support in Language Acquisition. Wherever possible these students will be paired up with a "buddy" in the classroom who has the same home language to serve as a friend. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. The teachers will provide 30 minutes of instruction using Estrellita methodologies and strive to enhance their base in the home language. Shortly after their Estrellita intervention, students will continue to develop their skills by using different approaches of reading such as guided reading, independent reading, read aloud, shared reading in the native language. As part of the ESL component, teachers will use English Explorers to develop language and concept in the English language. Additionally we have purchased materials from Curriculum Associates (Teacher Created Materials) to support both Native language and English Instruction. Instruction will take place in whole group as well as in centers.

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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: Beginning December 1st, on Tuesday from 2:55 PM- 3:35 PM, and running weekly through March, teachers of ELLs working in Title III program will be part of Professional Learning where they will receive PD around using Lexia the research based program as well Language Power program, that specifically targets students at their level. Additionally, based on our learning from last year (RTI for ELLs) professional development around "Looking at Student Work", planning sessions will be provided to make instructional decisions. As indicated earlier SIFE LENS will be used to assess their academic gaps and training will be provided to teachers to utilize multiple strategies including use of Lexia and Achieve 3000 (researched based programs) along with ESL strategies will be implemented. Administrator, literacy coach and ELL coordinator will be involved in providing training to teachers of ELLs. We will utilize video and SIFE resources provided by NYCDOE (SIFE: Meeting the Challenge) along with, Native Language Continuum and English Language Continuum to train and develop teachers. We will continue to read and analyze and use the book, Making Assessment Matter: Using Test Results to Differentiate Reading Instruction by PhD Nonie K. Lesaux PhD to better our understanding of providing support for children's social and emotional health. We will continue to train and use before, during and after reading strategies that were taught to us by Margarita Calderon and Associates using the Exc-ELL platform and its methodologies. Before reading strategies such as developing schema through relevant activities that student can connect with to better their understanding of subsequent literature, previewing vocabulary in meaningful and sustainable ways and through the catering of oral transmission to elicit ideas and thoughts during previewing of texts, will be addressed. In addition, during and after reading strategies that allow for the development of the four modalities of reading, writing, listening and speaking will be presented during the weekly meetings.

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: _____ We plan to offer Saturday Family program that caters to the learning of English and celebration of cultures. We will invite parents of our current SIFE, LTE and ELLs students to support their Language Acquisition. The program will be offered every Saturday morning beginning Dec 6- Feb 28 from 9:00 a.m. to 12:00 p.m. We will hold two classes for parents taught by two teachers of ELLs. Based on our past parent participation we anticipate 60-75 parents to attend our classes. Parents will rotate between two classes; one a traditional classroom experience taught by a teacher using chalkboard and reproducible materials while the other in language in technology laboratory that uses Lexia. Every parent will have his/her own account and our team of pedagogues to gauge their language growth and monitor their progress. As part of Parent Engagement, we are planning to hold monthly workshops beginning December on Tuesdays as part of Parent Engagement to inform parents and support their understanding of the resources offered by the school to help with the English acquisition. Workshops will be provided by our coaches to parents in Common Core Learning Standards in ELA and Math, strategies to support their children with reading unfamiliar words, blending, and segmenting as well as social and emotional skills. Parents will be notified and a parent outreach will be done through letters and flyers. These will be translated in appropriate languages and translation will be provided by appropriate school personnel and/or interpretation services._____

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 279
School Name The Captain Manuel Rivera Jr.		

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 Jean Dalton	Assistant Principal Shehnaz Hashim
Coach Rosa Lofgren	Coach Margaret Maloney
ENL (English as a New Language)/Bilingual Teacher	School Counselor Judith Galarza
Teacher/Subject Area Elba Perez	Parent Heidi Colon
Teacher/Subject Area Delba Puello	Parent Coordinator Andrea Decena
Related-Service Provider Daisy Villalobos	Borough Field Support Center Staff Member N/A
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program	2	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	10	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	3
Number of certified ENL teachers not 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]		Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	969	Total number of ELLs	328	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	328	Newcomers (ELLs receiving service 0-3 years)	231	ELL Students with Disabilities	62
SIFE	33	Developing ELLs (ELLs receiving service 4-6 years)	80	Long-Term (ELLs receiving service 7 or more years)	17

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	112	0	28	38		25	2	0	10	0
DL										0
ENL	119			42	3		15			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	24	24	22	0	23	21	19	0	19					0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	9	14	33	12	11	9	28	5					0
Chinese														0
Russian														0
Bengali		1		1	1	2		1	4					0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	2	2	3	4	1	2	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	10	4	2	4	5	8	5	5	10					0
Emerging (Low Intermediate)	10	5	3	7	10	4	0	5	3					0
Transitioning (High Intermediate)	9	6	5	7	5	5	2	7	1					0
Expanding (Advanced)	19	19	21	17	12	21	15	10	11					0
Commanding (Proficient)	3	3	5	2	5	6	9	3	0					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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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	4	3	9	20	10	7	5	12	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	5	1	0	0
4	29	4	0	0	0
5	27	7	0	0	0
6	21	7	0	0	0
7	25	2	1	0	0
8	21	2	1	0	0
NYSAA	3	1			0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	19	7	8	0	2	0	0	0	0
4	23	3	0	0	0	1	0	0	0
5	18	0	5	0	0	0	0	0	0
6	20	0	15		0		0	0	0
7	24	0	3		1		0	0	0
8	20	7	0		0		0	0	0
NYSAA	3		1						0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	11	5	6	0	11	3			0
8	7	7	11	0	2	0			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)	11	35	15	1				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S./M.S 279 uses Teacher's College Reading and Writing Assessments, Running Records as well as the optional components of the program to assess the literacy skills of our ELLs. The optional components such as sight words, spellings words and word study is used in Kindergarten through Second grade with the aim to assess early literacy skills typically mastered prior to reading. The data from our English Language Learner's TC Running Record indicated that 80% of our students are proficient in decoding skills and in fluency however they score low on comprehension skills. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELLs are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, when a student is shown a picture of a hat, cat or a dog and asked to identify or "say" the initial sound of the word, a student with limited English vocabulary who does not know the word in English struggles to respond and fails to produce the first sound of the word. We have also noticed that many of our ELLs in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction is tailored to include intensive instruction in this area using, Great Leaps and Foundations- Researched Based program. The daily routines of ENL instruction include practice in the areas of weaknesses as identified in the early literacy skills assessments. Across the grades, identified areas of weakness are vocabulary,comprehension skills and stamina during small group instruction as well during Silent Reading Period (SRP) which is approximately 45 minutes. This time allows for intensive, small group instruction on targeted skills identified as areas in need of further instruction through these early literacy assessments. Additionally, in grades 3-8 students reading levels are assessed using Performance Series a computer based assessment that provides skill analysis for individual students. The data from these assessments are utilized to form small group instruction to further support our English
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on our NYSITELL and NYSESLAT data we have observed that students in grades K-3 are approaching proficiency level in language acquisition assessment as they are moving one level to the next. Further aggregation of data reveals that even though the students are moving levels they continue struggle in the writing component of the NYSESLAt.

Examining the results in the four modalities- listening, speaking, reading and writing- of the NYSESLAT we noticed that even though

students move to a higher levels in all grades, they remain more proficient in listening and speaking in all grades with the exception of the newcomers that generally are beginners and intermediate. In reading and writing modality most of the grades fall in the Expanding level with exception of the kindergarten, first grade and newcomers students that stay in the Emergent or Entering level. Examining the result of the NYSITELL we can notice that there is a higher percent of Kindergarten students who pass the test. The kindergarteners that are new to the country tend to score at a Entering or Emergent level. Across the proficiency levels in kindergarten, these students all tend to struggle more with the reading portion of the exam than the listening and speaking portion. In first grade, students who were in Kindergarten at P.S/MS 279 tend to increase about one proficiency level from the NYSITELL at the beginning of their Kindergarten year to the NYSESLAT during the spring of their Kindergarten year. There are, of course, a few exceptions where the students' proficiency level decreases from the NYSITELL to the NYSESLAT. We also noticed that some of our students who had achieved an advanced level score in upper elementary grades fell back to an intermediate level or continued to score at either Intermediate or Expanding level. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students with researched based materials such as " Just Words", " "Wilson" and Foundations. In addition, these students are receiving other AIS services and interventions by experienced ESL and Bilingual teachers as well as are community based programs offered by CHCF. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program. In order to address the areas of Reading and Writing in these grades and as per the new regulations ESL teachers push-in to these classrooms during literacy periods. ESL teachers pushing into a classroom during literacy periods are able to scaffold reading and writing assignments to make them more accessible for struggling readers and writers. ESL teachers also work on strategies such as: word attack skills, comprehension skills, grammar skills, and writing mechanics.

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

The information from the Annual Measurable Achievement Objective revealed that out of 313 students that were tested, 88 students currently are still at-risk level 5 or greater. Additionally we have 121 students that are at risk level 3 or greater. Our AMAO indicates that we did not make the AMAO 2 targets however we continue to make progress. We intend to use this information to become more targeted in providing services to students with Limited proficiency through Title III program and afterschool academy.

4. For each program, answer the following:

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

4 a. One hundred ninety six (196) students were assessed with the NY State Math test. One hundred forty five (145) students from grades 3 to 8 are at level 1; sixty (60) students took the test in English and twenty (20) in Spanish. Forty six (46) students from grade 3 to 8 are at level 2; sixteen (16) students took the test in English and fourteen (14) in Spanish. Five (5) students from grade 3 to 8 are at level 3; they took the test in English. There are not students at level 4. The pattern shows an equivalent in the score of both languages. In eighth and fourth grades, sixty three students (63) were assessed with the NYS Science test. Thirty (30) students are at level 1; eighteen (18) students took the test in English and twelve (12) in Spanish. Seventeen (17) students are at level 2; they took the test in English. Sixteen (16) students are at level 3; thirteen (13) students took the test in English and three in Spanish. The pattern shows a comparable amount in the score of both language. In both math and science test, language is fair and equal to students. The implication for instruction is to keep with the practice of developing learning strategies and concepts in both languages.

4b. Teachers at PS/MS 279 use results from these assessments to further differentiate and revise their instruction. Data from these assessments is further utilized in understanding the strength and weakness of each students so that teacher's (classroom and ESL teachers) can target their interventions.

4c. Periodic assessment gives comprehensive information about how well students are developing their reading, writing and listening skills. It gives idea about items and skills analysis linked to NYS ESL and ELA standards. It gives points of reference to appropriate instructional resources that could be used for targeted instruction

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

The staff at PS/MS 279 looks at the assessment data for our ELLs in order to plan instruction for our ELLs within the RTI framework. The staff looks at data from sources such as the NYSESLAT, the NYSITELL and Spanish LAB, Teachers College Running Record, State Assessments and Performance Tests to form groupings. To provide Tier II interventions we have instituted an "ELL Academy". Teachers use Research Based materials such as Lexia, Language Power and ESL strategies to address the needs of individual students. Additional supports are provided through Title III funds after schools. These sessions are 90 minutes each. During these periods ELL students may be grouped by grade and areas of need to ensure that instruction is meeting them at their level and working to get them to a performance level consistent with grade expectations. One example of such a grouping is in grade six

students identified as in need of "Wilson Reading Program" receive this service from trained members of our community and those students who score above the Wilson cutoff marks who may still need interventions receive intervention "Just Words" to improve reading and comprehension skills. With the recent distribution of the RTI Guide for Teachers of ELLs, our teachers of ELLs are working to integrate the suggested strategies into their practice

6. How do you make sure that a student's new language development is considered in instructional decisions?
When an ELL is first admitted to the school and administered the Spanish LAB, we are able to see if the student is displaying literacy skills in Spanish. The presence or absence of these skills helps us to determine the best way to move forward in meeting all of the students' academic needs. For example, if the student is struggling to display early literacy skills in their native language, we can infer that more intense instruction is needed in foundational literacy skills. In addition, since our staff is trained on effective strategies for second language learning, teachers frequently use strategies such as: cognates, visuals, songs, chants and concrete representations in their instruction. Teachers also work to find videos and other online resources to reach their second language learners
7. 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?
- PS/MS 279 currently does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of the program according to how the students develop in the language acquisition, along with how they performance in the overall areas, by students getting higher scores in their Assessment, improving their NYSESLAT levels moving to a higher level. The school assesses the success of our programs for ELL's through many different modalities. First, the school staff examines assessment data from sources such as: Teacher's College Reading and Writing Running Record, Performance Series assessment, yearly city and state assessments, conferencing and informal observations to assess student achievement at benchmark periods in the year. The data collected at the beginning of each year is compared to the data collected at the middle and the end of the year to measure ELL students' overall academic movement throughout the year. If the ELL's have not made progress on the middle of the year assessments, the ESL teachers work with the administration and the classroom teacher to discuss the effectiveness of the current ESL program to make any changes necessary for the ELL students. The instructional time allocated for Native Language and ELA is detrimental in evaluating the success of our program. Our current program is as follows:

Literacy

For all grades (k-8th) students at a beginning level will have 60% of the literacy instructional time in the native language.

By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing, individually, until they get to the mandated required time of forty five minutes of native language instruction and two periods of ESL, daily.

For all grades (k-8th) students at an intermediate level will have 50% of the literacy instructional time in the native language. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing, individually, until they get to the mandated required time of native language instruction- 45 minutes daily, two periods of ESL, daily.

For all grades (k-8th) students at an advanced level will have 45 minutes of the literacy instructional time in the native language and mandated required time of native language instruction with mandated instruction time for ESL.

Content Areas

Math

For grades (k-2nd) all language level students, the first trimester will have 60% (3 days per week) of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3rd -8th) all language level students, the first trimester will have 40% of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

Science/Social Studies

For grades (k-2nd) all language level students, the first trimester will have 60% of the instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3rd -8th) all language level students, the first trimester will have 40% of the Science/Social Studies instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

The instructional time allocated for both languages in the ESL Program is as follow:

Literacy

For all grades (k-8th) students at a beginning and intermediate level will receive instruction with the use of ESL methodology. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for ESL methodology will start decreasing, individually, until they get to the mandated required time of ESL instruction two periods of ESL, daily.

For all grades (k-8th) students at an advanced level will receive instruction with the use of ESL methodology and one period of ELA. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for ESL methodology will start decreasing, individually, until they get to the mandated required time of ESL instruction, two periods of ESL, daily.

Content Areas

For all grades (K-8th) students at a beginning, intermediate and advanced level will receive instruction in English through ESL methodologies. If the students have shown development in the second language, time allocated for ESL methodology will decrease, individually according to the students' language development.

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.

We follow the guidelines for program placement procedure as delineated in the NYC English language learner Policy (ELL) identification process. The process includes 4 steps:

- The administration of the home language identification survey (HLIS), which includes an interview with the student and parent to determine the student’s home language.
- Determination of eligibility to take the New York state identification test for English language learners (NYSITELL).
- The administration of the NYSITELL.
- The administration of the Spanish lab to newly identified ells whose home language is Spanish.

The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Students’ placement in an appropriate program is primarily guided by the parent/guardian surveys and program selection.

These surveys are completed following the parents’ attendance at orientation for newly enrolled English Language Learners. If parents do not select a program, the students are placed in the corresponding program according to the NYSITELL test results. Pedagogues responsible for conducting the initial screening, administering the HLIS, and the NYSITELL are the following:

Pedagogues	Qualifications	Languages Spoken
Delba Puello	Bilingual Teacher	Spanish/ English
Elba Perez	Bilingual Teacher	Spanish/ English

Additionally, our bilingual staff, parent coordinator is available to translate and inform families of our current program choices whenever necessary. Throughout each school year, there is ongoing and consistent communication between the pupil accounting secretary and Assistant Principal overseeing Bilingual Education and key ESL staff to maintain an updated list of ELL students within the school. This is extremely important in order to ensure that all new admits are reviewed and, when necessary discharged, so that a list of students with mandated ESL services is kept current at all time.

If parents do not select the program students will be placed in bilingual as per CR Part 154

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).

We administer the oral interview questionnaire provided by the NYC ELLs department to determine if the student has had an interruption in his/her formal education. After the reviewing the responses and determining that student responses exhibit inconsistent formal education we administer the LENS to measure the home language and math skills. The result of these tests provides teacher with skill and comprehension level that teacher uses to plan an appropriate and effective instruction for our SIFE student

- 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).

Students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The Language Proficiency Team reviews evidence of the student's English language development. The process to determine the eligibility for administering the NYSITELL must be completed within the 20 school days. The Language Proficiency Team NYSITELL determination form (appendix) is completed and kept in the student's cumulative record. The LPT is constituted by: Shehnaz Hashim, Assisting Principal; Delba Puello, teacher with a bilingual extension; Jhonny Arrenillas bilingual psychologist ; The student's parent or guardian.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT.

- 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.

At the end of the year in and at the beginning of the new school year, we administer NYSITELL and Spanish LAB to eligible students. Parents are notified of the students' NYSITELL / Spanish LAB results. If students score below proficiency level a continued entitlement letter is sent to parents/guardians. If students score at or above proficiency level a non entitlement letter is sent to parents/guardians. Copies of all entitlement and non-entitlement letters are kept in the school's file

- 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).

To inform parents about their right to appeal for ENL status, within the 45 school days of enrollment , we will use different ways: At the time of registration the staff members conducting the interview and assisting with the HLIS will let parents know the ENL status of their child and the right they have to appeal that result. Pedagogues responsible for conducting the initial screening are the following:

Pedagogues	Qualifications	Languages Spoken
Delba Puello	Bilingual Teacher	Spanish/ English
Elba Perez	Bilingual Teacher	Spanish/ English

All notifications and relevant documents are kept in the student's cumulative folder.

- 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.

NYSITELL test is provided within the first ten days of school, and without delay parents are informed of the NYSITELL result with the notification of entitlement letter, which provides specific information about ENL programs. At the same time, parents are invited to participate in an orientation session where description of the program models and placement program option are presented. In the parent orientation meeting we use the material supplied by the Office of ENLs, translated material, video and brochures such as " Guide for Parents of English Language Learners" serves as a resource for the families to refer to at home. For parents or guardians that do not attend the Parent Orientation, Parent Coordinator or ENL teachers schedule one-on-one meeting or phone conversations. Pedagogues in charge of this action are sited below.

Pedagogues	Qualifications	Languages Spoken
Shehnaz Hashim	Assistant Principal	English
Delba Puello	Bilingual Teacher	Spanish/ English
Elba Perez	Bilingual Teacher	Spanish/ English
Andrea Decena	Parent coordinator	Spanish/English

If parents do not return the form within 5 school days, the student will be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL , as per CR Part 154

All workshops are conducted in both English and Spanish, translation is provided by our Parent Coordinator or the Bilingual / ENL teachers. These staff members stay for the duration of the orientation meeting to ensure that any questions the parents may have regarding their options will be answered. The ENL teachers and administration works with the parent coordinator to follow up with parents who did not attend the orientation via telephone, written notices and in person meetings, to ensure that all parents have been informed of their options. As new students are admitted to the school and tested to determine eligibility for ENL services, the ENL teacher or the parent coordinator schedules meetings for the parents of newly admitted ENLs to view the video and to receive the information given at the Parent Orientation.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- At the beginning of the year at the ENL Parent Orientation meeting, a video from NYC Department of Education is shown to inform parents of the three program choices available to newly admitted students. Once the video has been viewed the Entitlement Letters and Parent Survey and Program Selection forms are distributed both in English and Native Language. Additionally, parents are notified of the students' NYSESLAT/NYSITELL results. If students score below proficiency level a continued entitlement letter is sent to parents/guardians. If students score at or above proficiency level a non-entitlement letter is sent to parents/guardians. Copies of all entitlement and non-entitlement letters are kept in the school's file. If parents do not select the program students will be placed in bilingual as per CR Part 154. Staffs responsible for conducting the Parents Orientation and keeping documents in place are the following: Elba Perez and Delba Puello, Bilingual teachers as well as The Parent Coordinator , Andrea Decena.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- For those parents who are not in attendance at the orientation, the bilingual / ESL teachers work with the Parent Coordinator to follow up with them in order to ensure that those parents come into the school to view the video, be informed of their options and to complete the forms. Additionally, parents are notified of the students' NYSESLAT / NYSITELL results. If students score below proficiency level a continued entitlement letter is sent to parents/guardians. If students score at or above proficiency level a non entitlement letter is sent to parents/guardians. Copies of all entitlement and non-entitlement letters are kept in the school's file. parents do not select the program students will be placed in bilingual as per CR Part 154 .
9. Describe how your school ensures that placement parent notification letters are distributed.
- Within five school days of ELL determination, parents of the students are informed of the NYSITELL result and the ELL status. We use NYCDOE standard parent notification letters to inform parents of their child's placement. The letters are distributed both in English and parent's preferred language. 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).
- HLIS and parents selection of ELL program are kept in the student's' permanent record. For the entitlement and/or non-entitlement letters we keep a binder we copies of the letters sent to the parents. We keep the binder in a place accessible for easy review
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The school takes many steps to prepare and administer all parts of the NYSESLAT examination to all English language learners. In advance of the testing windows, the ESL staff and school-wide testing coordinator, Margaret Malony, run a school-wide test history report as well as the report NYSESLAT Eligibility Roster (RLER) of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. Identify any NYSESLAT eligigle students who have long-term absences and call their parents to ensure students are present during scheduled exam. The list from ATS will be compared against the ESL department's existing list of ELLs to make sure all entitled/eligible ELL students will be tested. The testing coordinator and ESL /bilingual teachers, Delba Puello and Elba Perez bilingual teachers, review the IEP's of ELL students who are entitled to testing accommodations. The list of ELLs who have testing modifications listed on their IEP's is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. We continuously check New York City's Assessment memo's site for test information, direction and guidelines. Once the testing windows are determined the testing coordinator and the ESL staff members along with administration will schedule specific dates each section of the NYSESLAT will be administered. Following considerations will be given when creating a schedule: a. How many students need to be tested in each grade and class; Location and personal; Testing accommodations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- At the beginning of the school year, within the first five school days, and based on the NYSESLAT result, we send parents entitlement or non-entitlement letters according to the students' ELL status using the NYCDOE standard parent notification letters, in English the parents' preferred language. Staff responsible for sending and keeping copies for school file are Delba Puello and Elba Perez, Bilingual teachers as well as The Assistant Principal/Bilingual Coordinator , Shehnaz Hashim.
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).
- Reviewing the program selection forms for the past year, we found out that one hundred fifty (150) parents selected a bilingual program, followed by one hundred twenty three (171) parents who selected an ESL program. To pursue with the parents demand, we are providing both programs. Currently, we offer Transitional Bilingual Program for grades K-1-2-3-5-6- grades; freestanding ESL/ENL for grades 4, 7, 8, and push-in and pull-out ESL services for students that parents have selected a monolingual setting.

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.

PS/MS 279 is a kindergarten to eighth grade school that houses one kindergarten, one first grade, one second grade, one third grade, one fifth grade, one sixth grade and one seventh grade transitional bilingual (Spanish) class, a freestanding self-contained

four grade, a freestanding departmentalized eighth grade, and a push-in/pull-out ENL program. In our freestanding self contained four grade class, students are grouped heterogeneously, and the teacher delivers all the subjects including standalone

ENL and integrated ENL. In the freestanding departmentalized eighth grade class, students are grouped heterogeneously, and the

ENL teacher delivers the ENL and ELA subjects; students travel together to the other content area subjects. In our push-in/pull-out

program, ENL teachers push-in for intermediate and advanced levels. For beginner level teachers push-in 180 minutes and pull-out

180 minutes weekly. For low intermediate level teachers push-in 180 minutes and pull-out 90 minutes weekly. We ensure that the

number of instructional units of ENL-stand-alone/integrated- for each level are provided according the proficiency level, and that

ENL/ELA units of instruction are aligned to the mandated units required by CR Part 154 Regulation.

b. TBE program. *If applicable.*

In our kindergarten, first grade, second grade, third grade, fifth grade, sixth grade and seventh grade transitional bilingual (Spanish) classes. The Transitional Bilingual Education program includes an ENL component designed to develop skills in listening, speaking, reading, and writing in English; a minimum of 2 content-area courses/subjects in the home language (science and

math), and English; a home language arts component designed to develop skills in listening, speaking, reading, and writing in the

students' home language. All of the students in a TBE program share the same home language, students are grouped heterogeneously, and teachers deliver all the subjects including standalone ENL, integrated ENL, Home language Art. I

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We ensure that ENL, ELA, and HLA units of instruction are aligned to the mandated units required by CR Part

154 Regulation as follow below:

For K to 8th ENL/ELA

-The Entering level receive 2 units of study per week, 1 unit of study in stand-alone ENL (180 min.) and 1 unit of study in integrated ENL/ELA (180), a total of 360 minutes per week.

-The Emerging level receive 2 units of study per week, .5 units of study in stand-alone ENL (90 min.), 1 unit of study in integrated ENL/ELA (180 min.) the .5 units can be stand Alone ENL or integrated ENL/Content Area, a total of 360 minutes per week.

-The Transitioning level receive 1 unit of study in ENL per week, .5 units of study in integrated ENL/ELA (90 min.), .5 units of study can be stand-alone ENL or Integrated ENL/Content Area, a total of 180 minutes per week

- The Expanding level receive 1 unit of study in integrated ENL per week (180 min.), 1 unit of study in integrated ENL/ELA or other Content Area.

- Commanding/former ELLs receive .5 unit of study per week of integrated ENL in ELA or Content Area.

For K to 8th Transitional Bilingual Program

- The Entering level receive 1 unit of study in stand-alone ENL (180 min.) and 1 unit of study in integrated ENL/ELA (180 min.), a total of 360 minutes per week; 1 Home Language Arts class and 2 classes of Bilingual Content Area subjects.
- The Emerging level receive 2 units of study per week, .5 units of study in stand-alone ENL (90 min.), 1 unit of study in integrated ENL/ELA (180 min.) the .5 units can be stand Alone ENL or integrated ENL/Content Area, a total of 360 minutes per week. 1 Home Language Arts class and 2 classes of Bilingual Content Area subjects.
- The Transitioning level receive 1 unit of study in ENL per week, .5 units of study in integrated ENL/ELA (90 min.), .5 units of study can be stand-alone ENL or Integrated ENL/Content Area, a total of 180 minutes per week . 1 Home Language Arts class and 1 class of Bilingual Content Area subjects.
- The Expanding level receive 1 unit of study in integrated ENL per week (180 min.), 1 unit of study in integrated ENL/ELA or other Content Area. 1 Home Language Arts class and 1 class of Bilingual Content Area subjects.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counterparts. Across the grades in literacy, this is implemented through the Teachers College Reading and Writing curriculum and in math through the Go Math! program. All grades utilize these programs to work toward proficiency in the Common Core Learning Standards (CCLS). All instruction is aligned with the Common Core Learning Standards in order to assist students in meeting grade level benchmarks, as well as to continue on the path to college and career readiness. During the instructional day, the ESL teachers serving students in the push-in program collaborate with classroom teachers to identify areas of need among our ELLs. ESL teachers then use ESL best practices to scaffold instruction for our ELLs, including: use of visuals, TPR activities, songs and chants, graphic organizers and re-teaching strategies. In addition to these strategies, our ESL teachers also use Guided Reading, Wilson, Just Words, Lexia and Language Power to work with our ELLs. ESL teachers provide additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction taking place in the classroom. In addition to receiving the same instruction in Mathematics, Science and Social Studies instruction as their counterpart, ELL's at PS/MS 279 benefit from other interventions. Students are part of early morning ELL academy as well as they are grouped by proficiency in after school program using Title III funding.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

At PS/MS 279 we strive to ensure that ELLs are appropriately evaluated in their native language. We identify the native language through analysis of the Home Language Survey and subsequently provide native language scaffolding support through intervention in the form of letter/sound recognition in English and their native language, as well as encourage students to use their native language as support to determine word composition and meaning. Upon arrival to class, all ELLs are instructed to write a baseline of their chosen topic, typically a narrative detailing an event in the native language to determine proficiency in their native language. In the case that we do not have a pedagogue who is a speaker of the student's native language we instruct the ELL to write his/her baseline and then contract a translator to perform such service. Since the majority of our ELLs are native Spanish speakers, there are many opportunities for them to show what they know. For example, our students who are ELLs can choose to take the New York State Mathematics and Science tests in Spanish. Also, our school is implementing the use of the New York City Performance Tests, which are available in Spanish for our Spanish dominant ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to the NYSESLAT, our ELLs are evaluated in the four modalities in different ways throughout the year. In kindergarten through eighth grade, students are assessed in reading using the Teachers College running records system, Performance Series and other assessments. These assessments are done at the beginning, middle and end of the year. Running Records also provides an evaluation of speaking as students respond to comprehension questions orally and engage in a conversation about the book with the teacher. The Teachers College Assessment Program also includes a fluency score that tells the teacher how the student's fluency is improving throughout the year. In writing, students are expected to finished a published piece at the end of every unit, as well as on-demand writing pieces before the beginning of a writing unit of study, and at the end of the unit. Teachers use NYC Common Core Aligned writing rubrics, units of study check lists, and a progression rubric to evaluate these writing pieces. The data from these tasks will be used to evaluate student progress in writing across genres. Additionally, our ESL are beginning to use the NYSESLAT rubrics to analyze student work and develop action plans to target areas of need. Teachers will be regularly assessing these strategies by developing assessments that are aligned to the lesson objective to monitor progress. The read aloud times are an excellent opportunity to assess listening skill acquisition. Our teachers assess these skills through re-tells, summaries and other literary tasks.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. SIFE

We currently have 33 SIFE student across the grade levels. In order to address this student's needs, we are working through the following steps: assess the student(s) to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services and ongoing assessment to monitor progress. As with all students at our school, differentiated instruction will be implemented to ensure the SIFE student's needs are met. Given that PS/MS 279 has 33 SIFE students, these students will be a part of the ELL Academy during which, in addition to literacy skills, socialization skills and appropriate school behavior will be introduced if necessary. Students in this academy will use Project Based Learning, Language Power, researched based program such as Lexia to support in Language Acquisition. Wherever possible these students will be paired up with a "buddy" in the classroom who has the same home language to serve as a friend.

b. Newcomer

Newcomers at PS/MS 279 receive the mandated number of minutes per their proficiency level. Instruction during their push-in or pull-out periods is based on student needs as per data from various assessments given throughout the school year. These ELLs are closely monitored in their classrooms by their classroom teachers as well as their ESL teachers to ensure they are progressing academically. Both the classroom teacher and the ESL teacher examine the students' data, make observations of the students and confer with students to assess their needs. Once the students' needs are identified, the ESL teacher creates and intervention plan. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. It is our plan that the students that are not making any progress will become part of Response to Intervention (RTI) groups in the areas that the data shows they are lacking. They will then receive targeted instruction during Strategic Reading Period. Since students are now required to test after one year, classroom data and simulation data is analyzed to determine next steps. We are creating an articulation time between classroom teachers and ESL teachers to collaboratively analyze student work.

c. Developing

Depending on their proficiency level, and their individual needs, ELLs receiving services four to six years will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Again, areas of student need in ESL are targeted during ESL Push-in and Pull-out sessions. These students will also be invited to attend Title III academy and/or ELL academy

d. Long-Term ELLs.

Based on our current data, we have 17 long-term ELLs. Depending on their proficiency level, and their individual needs, long term ELLs will have their data reviewed and analyzed by an in-house Data Inquiry committee.

Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. These students will also be invited to attend Title III academy and /or ELL academy

e. Describe your plan for former ELLs:

A list of former ELLs is kept along with the current ELL list to ensure that our ESL teachers are providing mandated services; 90 minutes/ week to students 2 years after they are classified as former ELLs. Former ELLs at PS/MS 279 receive all testing accommodations that they are entitled to on all assessments. These accommodations include: extended time, separate location and bilingual glossaries.

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.

After receiving a request of Re-identification of ELL Status from a student's parent or guardian; a student's teacher (teacher's request must include written consent from the parent or guardian); a student of 18 years of age or older, the school must initiate a review of the ELL status. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; if the CSE must be consulted, the process must be completed within 20 school calendar days. The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Second phase of the process:

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

Our qualified and trained staff assigned to manage both the initial and Re-identification Process is as follow: For the lower grades Rosa Lofgren Literacy Coach grades K to 3/ Elba Perez bilingual/ESL teacher; for the upper grades Eileen Horan Literacy coach grades 4 to 8/Elba Perez bilingual/ESL teacher.

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?

At PS/MS 279, ELLs students identified as having special needs, the current IEP is reviewed by ESL teachers and related service provider to review these students data to identify areas of strength and weakness to be addressed during ESL instruction.

Within

the mandated amount of minutes for the student's proficiency level, ESL strategies and appropriate academic interventions will be

provided. Our ESL teachers will continue to employ strategies such as visual representations, concrete materials, reciprocal teaching

to enhance student learning. We will integrate language development across the curriculum. Vocabulary will be taught during any

and all lessons. Teachers will identify vocabulary words and categorize them in tiers. This strategy is critical for the teacher to

determine the words and supports needed to teach in priority. Students will be use any technology program (Lexia) used in the school that best fits the needs of a particular student.

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?

The population that has special needs will receive additional instructional time in the subject or skill of major need; their needs will be continually addressed by closely reviewing the student's Individualized Educational Plans (IEP). We make every attempt to

Chart adapt and modify curriculum to meet the needs of our ELL-SWD's. Classroom teachers, ESL teachers and Related Service Providers ensure there is an understanding of lesson objectives through formal and informal assessment and by analyzing student work. Teachers will continue to supplement and scaffold lessons using visual and kinesthetic activities. A reading intervention program (Wilson) will be integrated in the literacy program along with Readygen. Moreover ELL-SWD's reading below level at a beginning reading level will be offered intervention via the System 44 program from Scholastic that focuses on developing students phonetic awareness of the forty-four sounds in the English alphabet. Such an intervention will be used as a scaffold to build decoding and sight word recognition and subsequently reading fluency in an effort to later develop reading comprehension. Student programming is modified to account for such tiered intervention that involves push-in or pull-out service.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

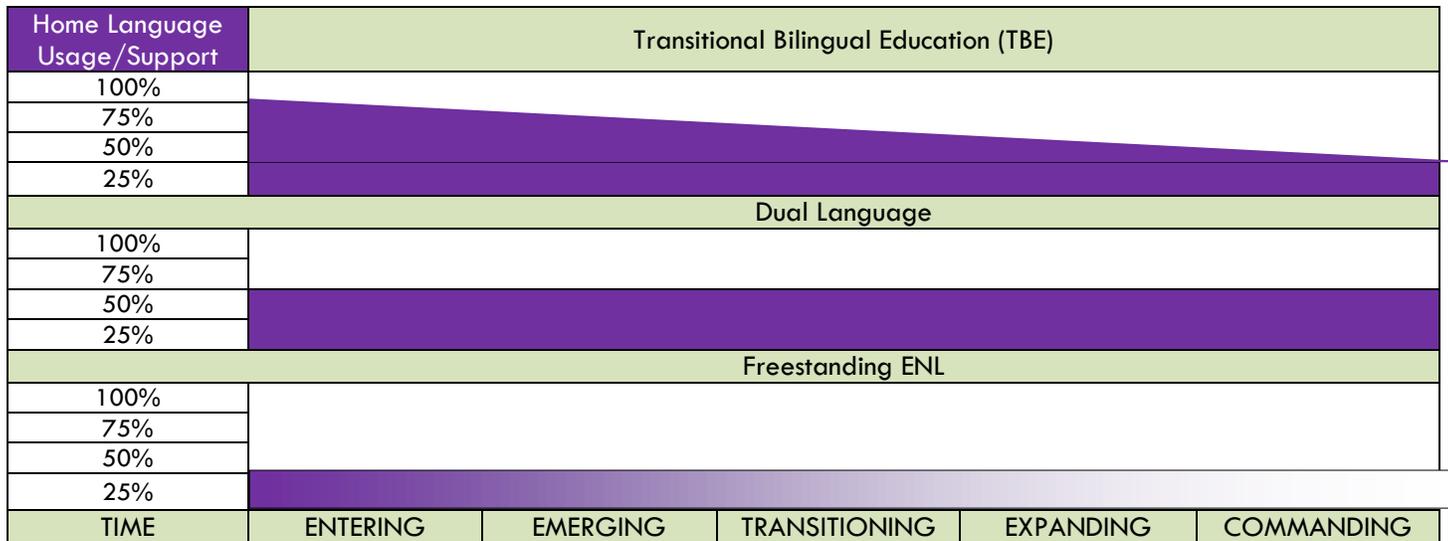


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All ELLs are eligible for all of the Academic Intervention Services offered based on their academic needs. In ELA, we support our Common Core literacy curriculum with resources and activities that address the needs for our ELL students such as collaborative learning techniques, leveled books that accommodate the diverse reading levels, providing scaffolds, and using standards based technology programs. In reading strong emphasis are on strengthening reading comprehension skills and increasing vocabulary. Emphasis is also placed on developing critical thinking skills. In writing, students practice all aspects of writing including assessment writing. In math, effort is put in building a strong foundation in basic math skills, reinforcement and practice of important skills in order for them to accomplish the core topics of their respective grade. We differentiate instruction addressing students' needs and performance. Particularly for level 1 and 2 students, teachers generate manipulative-based lessons to support them effectively.

Through ESL Professional Development programs, our newly hired staff will learn to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically.

Currently we use the following researched based programs for ELA Academic Intervention Services: Foundations Gr. K-3) Wilson (Gr. 3-6) Just Words (Gr. 4-6) Lexia (Gr. K -8) Language Power (Gr. K-8). Additionally we use Foundations (word study program) and Guided Reading for students in grades K-3. The Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and ELL Academy. Our assessment data indicates that across the grades our ELL students struggle the most with literacy. As the result of this observation, our teachers are working with groups of students comprised mostly of ELLs in an effort to assist these students in successfully achieving their literacy goals.

In Math we use the following programs/strategies for Mathematics Intervention: Go Math! Intervention and re-teaching resources and data driven, teacher planned intervention lessons. We also provide an after-school spring Science Academy for 4th grade students to enhance their experiences and knowledge of the scientific method. For 2015-16, science teachers in Grades K-8 are planning to work with students to research and create Science fair projects to display.

During Social Studies the ESL teacher pushes in giving students access to the content by providing them with ESL strategies. For example during class the teacher provides students with a graphic organizer or chunks the text.

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

Our NYSESLAT data indicates that 75% of our ELLs improved on the NYSESLAT by one level or achieved an intermediate or Expanding level when taking the NYSESLAT. However our ELLs mostly scored a level 1 on the ELA assessment. As a school we are analyzing the data and looking at our instruction to ensure that we are meeting the needs of our ELLs.

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

PS/MS 279 will continue to implement Go Math Curriculum in grades K-5 and CMP3 in grades 6-8. and Teachers College Reading and Writing Program for the second year. We will continue using Estrellita, an accelerated beginning reading program that utilizes a proven, systematic, accelerated approach to teaching phonics and syllables. We will include Lexia a technology research based program that provides personalized learning for students of all ability levels.

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

PS/MS 279 will continue the implementation of Go Math in grades K-5 and CMP3 in grades 6-8. In literacy, we will continue the implementation of Teacher's College Reading and Writing Curriculum. We will not be discontinuing any program however we will be using instituting a new program, month by month phonics to support students that are struggling we decoding.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

School offers additional instructional programs to help students in all grades and programs, including bilingual/ESL students. Particularly for ELL students, we offer Title III after school/tutoring program in the subject and language of the students' needs. Additionally we offer an ELL academy three mornings a week. CHCF our Community Based Organization offers students a science-based curriculum to support instruction and improve academic achievement in science in grades 1 to 8. Programs offered are announced by sending letters/flyers at home, and in our monthly calendar that is sent to every student's house. We also use our parent coordinator to contact parents of students that we did not get any respond. There is a large percent of ELLs participation in these programs

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.

Students develop their reading, writing, listening, and speaking skills in English through a variety of ESL/ENL methodologies aimed at maximizing students' understanding of newly introduced concepts, such as: Total Physical Response (TPR), chanting, rhyming, building background, activating prior knowledge, using graphic organizers, using meta-cognitive strategies, the use of bilingual glossaries and pictorial representations. Teachers have also differentiated instruction by grouping, as per Running Record and Spring NYSESLAT results. They also use informal assessments, conferencing and teacher observations in other subject areas, such as

Mathematics and Science, to differentiate instruction. Intervention materials are chosen based on student need, but some of the materials used are Just Words program and Wilson.

In the content areas, text books are used in both English and native language. In literacy, we use a variety of genres and leveled books in both languages. Books are meaningful literature, culturally susceptible and toward the interests and experiences of the ELL students. In math we use Go Math and CMP3 Math in both languages.

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

In our Transitional Bilingual Program we support the academic and linguistic development of the students in the native language until students achieve a level of English that will allow them to function in an English only class. Although an ESL program does not provide instruction in the student's native language, our ESL program is sensitive to the first language and culture of the students. Most of our ELLs are Spanish speaking and therefore many of our teachers are able to provide Native Language support as necessary. PS/MS 279 has a number of books in Spanish as well as bilingual glossaries for students use.

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

We draw on the student's age to service and support ELL students with academic and non-academic activities. Since all teachers including ESL teachers review student data, they are aware of students' levels and academic performance. When grouping for ESL services, intervention, tutoring, creating library we group students by grades, consequently by age, using age appropriate activities and resources. Services provided by the school/school counselors address the personal and social necessities challenging each age. They present topics according to the age and needs- safety, discipline, health, drugs are amongst others.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

For newly enrolled ELL students, we provide ESL and bilingual services during summer school program. Teaching plans during summer program include trips to different places, museums, parks, botanical gardens, zoo, and other places depending on the unit of study.

Parents of students in all grades are invited to orientations to familiarize themselves with the school building, the school staff and the curriculum in their child(ren)'s grade. Parents are also informed of the school's procedures and policies at these orientations. Letters are posted outside of the school in late August informing parents of the beginning of the year procedures and important upcoming dates. At the end of the year in June, prior to NYSITELL Now that the school are permitted to begin NYSITELL testing prior to the first day of school, parents of ELLs are engaged in conversations about the school and the ELL programs at our school when they bring their child into the school for testing

19. What language electives are offered to ELLs?

PS/MS 279 currently does not offer any language electives

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)?

Currently PS/MS 279 does not have a Dual Language Program.

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.)
Instructional personnel who service ELL students, include all common branch teachers, subject area teachers, paraprofessionals and special education teachers. Teachers will be provided with professional development throughout the school year pertaining to but not limited to ELL population. Professional development will occur during common planning time, grade level meetings, content meetings, lunch and learns, faculty conference and during professional development days such as Election Day. This year, PS/MS 279 has revised their calendar and scheduled 5 Half Professional Development days for teachers to meet and plan for students. Additionally, we offer Professional Development on Mondays and Tuesdays after school for all staff. Professional development for instructional personnel who service ELL students is facilitated teacher leaders in our building, coaches and Members of our ESL staff receive weekly e-mails from the Office of English Language Learners highlighting professional development opportunities for educators of ELLs. These opportunities are shared with administration and typically administration will select teachers, ESL or non-ESL, to attend. Any ESL or non-ESL teacher who wishes to attend these professional development opportunities can do so upon approval from administration.
When a member of the staff attends a training that he or she feels would be beneficial to the whole staff, that teacher will turnkey the information to interested staff members. These turnkeys may take place during their common planning time or lunch and learn session. Professional development is also offered by the administration as well as in house ESL teachers on Election Day or during our Professional Development sessions, in-house, to explain the NYSITELL and NYSESLAT tests, RTI for ELLs and other intervention programs and strategies. and how the scores can help to further expand teachers' understanding about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students will give staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective
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?
All teachers are invited to attend our weekly Professional Development session on Monday and Tuesday afternoons. These sessions are facilitated by our literacy coaches, math coach, ESL teachers and other staff members who have attended PD sessions and training session outside of our building. The Professional Development sessions focus on differentiating instruction for different learners including ELLs. With the rollout of new curriculum at PS/MS 279, we provide opportunities such as lunch and learn for teachers to meet and plan and share strategies that would support our ELL population in every class. The school is part of Teacher's College Reading and Writing Curriculum which is aligned to Common Core Standards. Teachers attend professional development with the TC coaches and are part of intervisitation. They are also part of Professional Learning Community that focuses on literacy development through Common Core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
PS/MS 279 is K-8 school, however we are Middle School Choice School and therefore in the beginning of the school year we enroll many students that are new to our building. Our ESL teachers, Guidance Counselors and Parent Coordinator works with the fifth and eighth grade students to ensure they are getting ready for transitioning to Middle School or High School
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
PS/MS 279 continuously seeks opportunities for ESL targeted professional development for our teachers and staff. Fifteen percent (15%) of the required professional development hours for all teachers will be dedicated to language acquisition, emphasizing on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, concentrating on best practices for co-teaching strategies and integrating language and content instruction for English language learners. These opportunities will include workshops from RTI for ELLs Institute and the Office of English Language Learners. When a staff member attends one of these professional development sessions, he or she will turnkey relevant information according to the staff members, all teachers or/and bilingual and English as a new language teachers. Agendas of training that teachers attend are maintained in the School's Professional Development Binder. Additionally all in-house professional development logs and sign in sheets are maintained in the Professional Development Binder

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?

In addition to mandated parent meetings, teachers of ELLs utilize Tuesday parents engagement to schedule meetings with parents/guardians of English Language Learners to discuss the goal of the program. Eventually, teachers will schedule meetings to discuss the language development and/or assessment results of their children as well. Interpretation services and translators are utilized for parents of other language speakers. To answer question #2, teachers will keep a log of documentations of all individual meetings with parents. A binder will be kept accessible when needed.

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. Parental involvement takes place through the Parent Coordinator, The Parent-Teacher Association (it offers parents and teachers an opportunity to share ideas and work collaboratively). Monthly Open-Family forum. The School Leadership Teams (parents, teachers, and administration work together on School Leadership Teams to make important decisions about our schools). Parent-Teacher Conferences are held at minimum twice per year – once during the fall term and once during the winter term. Also, Saturday classes are offered to parents of ELL students. Translation is provided at each meeting. Additionally parents of ELLs are given opportunities to attend all family activities and programs at our school. At the beginning of the year ELL Family Orientation is hosted to inform parents of the various program choices. In the fall parents have the opportunities to attend the Curriculum Night that is held at every grade level facilitated by teachers. This meeting provides parents with the opportunity to learn about the curriculum goals and supports for their children. All materials are presented in both English and Spanish. Translators are available for parents to ask questions. ste response here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with different Community Based Organizations which continue to provide different services to our parents. Example: workshops, family counseling services, parenting skills, improving communication, etc. The school has worked with agencies such as: Committee For Hispanic Children and Families offering workshops on Citizenship. AFC "Adolescent and Family Comprehensive Services INC offers workshops about Sex and Abstinence, Cornell University offers workshops about Nutrition and Healthy Habits, American Red Cross offers workshops about Living in New York City and Dominican Sisters offers workshops about Transmitted Disease. In addition to the workshops and presentations that other organizations have helped the school to present, our parent coordinator is always available to assist parents in locating any resource or organization they may need Translation is provided at each meeting to question here:

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

Our staff is constantly listening to the parents' concerns and having conversation about their needs. The Parent Coordinator, Andrea Decena, works closely to school, parents and community organization. Ms. Decena is the first person that families contact when they have questions or concerns about their children's schools. We address these needs through parent workshop, one to one meeting with counselors to address social/emotional needs of our students. We also located materials and resources in families' home language to allow parents to fully understand new curriculum expectations. All materials are translated in both English and Spanish and sent to the parents such as the Home Language Survey, the Emergency Cards, and all letters and brochures.

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

Ms. Decena, our Parent Coordinator organizes regular parent meetings and events around topics of concerns to parents. Parent Coordinator creates surveys to be completed by participating families. Once we have found out about parents' needs and concerns, we address these needs through parent workshop, one to one meeting with counselors to address social/emotional needs of our students. We also located materials and resources in families' home language to allow parents to fully understand new curriculum expectations.

Workshop and activities are evaluated through surveys created by staff members involved in the activity, such as teacher, couch, parent coordinator, outside organization. The Parent Coordinator is always involves in all activities serving as facilitator.

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.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	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: School Name: **The Captain Manuel Rivera Jr.**
Superintendent: **Melodie Mashel**

Before you begin, please check the following:

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

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

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

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

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

The demographics of PS/MS279 population consist of 40.29% English, 54% Hispanic and 0.54% Bengali or other. Data are inquired through ATS report, RAPL and the UPPG; Home Language Survey; initial interview; blue card data and teacher survey (collected data by class). Based on the data, our language interpretation need is determined. Since the majority of our student population is Hispanic, all written communication that is distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including parent teacher conferences. Should a family need a translator for a language other than English or Spanish; the school will contact the city's Translation and Interpretation Unit by telephone and/or on- site translation serv

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.

Most parents' preferred language come to be their primary language for both written and oral communication. Few parents prefer to communicate orally in their home language and in prefer to get written communication in their home language. Speakers of other languages speak English and therefore prefer to receive information and communicate in English. There is a wide range of preferred language from parents at PS/MS 279; it includes in order of request: Spanish, English, Bengali, Fulani, Twi, Soninke, Mandinka, Bambara and Chinese.

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.)

Since school's population predominantly Hispanic, all documents such as newsletter, principal memo's, after-school program information etc is send both in English and Spanish. Materials are distributed to all families in English, Spanish and as needed in Bengali. Parents who speak a primary language that is not English nor a covered language can obtain a translation into such language from the Translation and Interpretation Unit by following the required procedure. Documents that we usually distribute every year to parents that require translation include all general and individual letters, calendars, report card, flyers, agendas, conference announcements, newsletters, after school program information, overview of students' curriculum, New York State testing dates, school calendar of events. etc.

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.

Formal face- to –face meetings are regularly held with parents throughout the school year. These meetings include but are not limited to open school night during the first week of September, ELLs parents orientation within the first 10 days of school, parents teacher conferences during the months of November, March and June. Our Parent Engagement time on Tuesdays are also utilized by teachers to meet with parents individually or hold grade level workshops. Simultaneous workshops are held by teachers in English and Spanish. Parents are given the opportunity to select the session in the language of their choice. For parents that speak other languages, we utilize the Language and Interpretation unit for translation. Additionally teachers Individually meets with parents or guardian of ELL students, at least once a year.

If our attendance teacher and guidance counselor schedule parent meetings, staff members who speak the preferred language of the parent is contacted to translate. The school seeks supports of the Language and Interpretation unit as and when necessary.

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.

Many documents that we usually distribute every year to parents that require translation are provided by the Translation and Interpretation Unit's intranet site which we use. Documents that are not provided by the Translation and Interpretation Unit our Parent coordinator and other school staff provides school/parents with translation. We also provide parents whose primary language is a covered language with translation of any document that contains students' information concerning to health, safety, legal or disciplinary matters, entitlement to public education, placement in Special Education, English Language learners among other critical documents. Other alternatives to support parents with translation is providing a cover letter or notice outside of the English document in the parent primary language indicating how parent can request free translation or interpretation of such document. We also use funding for events such as workshops, and students state assessments.

Among the bilingual staffs that collaborate with school and parents by serving as interpreter are: Andrea Decena, Delba Puello, Elba Perez, Rosa Lofgren, Migdalina Mendez, Daisy Villalobos, Idalia Arevalo, Rabeya Akter, Kamrun Hasan

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.

Oral interpretation at parent/teacher conferences and meetings, workshops, parent orientation, IEP meetings are provided by our Parent Coordinator, parent volunteer (when appropriate) other school staff. Two staff members fluent in Bengali are available and have provided translation at various meetings for our Bengali population. Oral translator in a language other than English or Spanish, the school will contact the Translation and Interpretation Unit to request a translator for the event.

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.)

Training about language service is provided to appropriate school staff. The training includes information on school role facilitating the provision of Language Access services; translation and over-the-phone interpretation services from the Translation and Interpretation Unit; obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language; resources and support available from the Translation & Interpretation Unit; translation funds and options for using these funds. All teachers and staff receive a copy of the "I Speak...." card which includes the phone number for over the phone interpretation.

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

As a school, we continue to fulfill Section VII of Chancellor's Regulations A-663 (Translation) by making available translation and interpretation services for parents, providing timely translation and distribution of critical communications. All material is distributed in English and Spanish. For families that speak languages other than English and Spanish, we utilize bilingual staff member that can speak the language and provide parent with translation. At the beginning of the year parents are provided with a copy of the Bill of Parent Right and Responsibility which includes their rights regarding translation and interpretation services. We post, in visible location, a sign in the covered languages, indicating the availability of interpretation services. Moreover, we inform, facilitate and encourage parents to use the DOE's website and the services offered by the DOE through the Translation and Interpretation Unit.

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)

To ensure the quality of the language service we will collect feedback from parents through survey distributed to school from the Translation and Identification Unit. For each workshop or activity we will schedule group of parents representing all cultures and languages in our school to gather feedback about how successful or useful has been our services so that it can be improved. Also, our staff is constantly listening to the parents' concerns and having conversation about their needs.