



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

<b>DBN: (i.e. 01M001):</b>	<b>10X310</b>
<b>School Name:</b>	<b>P.S. 310 MARBLE HILL</b>
<b>Principal:</b>	<b>ELIZABETH CARDONA</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: P.S. 310 Marble Hill School School Number (DBN): 10X310  
Grades Served: Pre-kindergarten – 5<sup>th</sup> Grade  
School Address: 260 West Kingsbridge Road, Bronx, NY 10463  
Phone Number: 718-796-9434 Fax: 718-796-9528  
School Contact Person: Maria Colon Email Address: MColon92@schools.nyc.gov  
Principal: Elizabeth Cardona  
UFT Chapter Leader: Madelyn Vargas  
Parents' Association President: Margarita Hernandez  
SLT Chairperson: Maria Colon  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Margarita Hernandez  
Student Representative(s):

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza, 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  
Director's Office Address: One Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Cardona	*Principal or Designee	
Madelyn Vargas	*UFT Chapter Leader or Designee	
Margarita Hernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Colon	Member/ Teacher	
Alison Duffy	Member/ Teacher	
Ailish Rowley	Member/ Teacher	
Aida Calle	Member/ Teacher	
Cenylet Morales	Member/ Parent	
Yasiris Rodriguez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yolanda Ocampo	Member/ Parent	
Julie Fernandez	Member/ Parent	
Yolanda Uraga	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The P.S. 310 mission statement is based on its belief that all children can and will learn. We value each student, parent, staff member, business and community member and are respectful of each other's differences and build on each other's strengths. The school is committed to the belief that the learning and growth of each individual child will be the focus of all activity within the school community. P.S. 310 In partnership with parents, students and staff, in respecting the needs of each individual student, will:

- Provide a safe, nurturing, child-centered environment.
- Expect students to achieve high academic standards through a challenging integrated Common Core aligned curriculum.
- Recognize that the home/school connection is vital to the success of our children.
- Be dedicated to the development of our children as productive and thoughtful learners who will become responsible, literate members of a global society.

P.S. 310 is located in the northwest section of the Bronx in District 10. Our school population is 86% Hispanic, 10% Black and 4% other. Approximately 19% of our students are English Language Learners and 20% have Special Needs. The school has an enrollment of 826 students in grades Pre-K-5. Our school is divided into the following four mini-schools:

- Early Childhood Center (E.C.C.) is committed to providing a child-centered, early start program for Pre-Kindergarten and Kindergarten students that will develop students' social/emotional, academic and physical skills. Through an integrated curriculum rooted in language development, students will develop readiness skills to become confident learners. Students will be engaged in experiential and hands-on activities that promote thinking and build independence and students' love of learning.
- Achieving Reading Together Through the Arts (A.R.T.) promotes the theme of language and literacy through the arts and sciences. Through an integrated curriculum rooted in literature, students develop the ability to become creative learners and critical thinkers. By connecting literature with the arts, math and science, students learn the skills of reading and writing and use them to develop the life-long process of communication.
- Science and Literacy Academy (S.L.A.) promotes science inquiry where students can initiate short meaningful projects or long term inquiry of the world around them. The science curriculum is integrated with our literacy program in which students develop literacy through a holistic approach. The link with hands-on science inquiry, cooperative learning groups and technology helps to develop critical thinking and problem solving skills.
- Math and Literacy Together (M.A.L.T.) which is committed to providing a child-centered reading, writing and mathematics program that supports problem solving and critical thinking skills. In the MALT Academy teachers provide mathematical instruction that utilizes hands-on instructional strategies and activities that promote thinking and reasoning. Students enjoy mathematics as they build confidence and develop better understanding of mathematical ideas and concepts.

We have a strong commitment to providing our students opportunities to engage in varied arts activities during and after school. To support us in the area of arts, we have cultivated the following long term collaborations:

- NYC Children's Theatre - Students create books aligned with our literacy curriculum
- Making Books Sing - Students create dramatization of books
- Theatre Works - Theatre productions of classic stories
- Midori and Friends - After school violin
- Ballet Tech - Selected students participate in ballet instruction

In addition, we have also collaborated with the following organizations for professional development for our staff:

- Tequipment - Technology Professional Development
- Evolution - Literacy Consultant

- Center for Applied Linguistics - Consultant to train staff on SIOP (Sheltered Instruction Observation Protocol) strategies to support English Language Learners.

We have also had a long term partnership with Target, a community-based business that has provided free books and has hosted holiday activities for our students and families.

We continue to try to motivate our school community by providing supplemental activities to further our school mission. The following are other special initiatives that we have implemented:

- Monthly varied parent workshops
- Teleconferencing activities tied to Social Studies or Science Curriculum
- Academic/Saturday and after school programs
- Pre-K Kinder-Music (Home/School Music Program)
- Introduction to live Theatre Productions
- Readathon (School Wide Reading Incentive Initiative)

At P.S. 310 we are proud of the systems that we have developed in the area of teacher collaboration and professional development. We have provided teachers with four opportunities in the week to meet within their grade or across grades to work on curriculum. As a community of learners, we continue to seek to improve our instructional practices and resources through our collaborative culture. During each unit of study, we are engaged in reflective practices to refine our work. This year we are working to promote shared leadership through teacher- driven professional development and the continued development of inquiry teams. Our yearly professional development plan helps us to ensure that we have aligned our professional development to further address recommendations outlined in our Quality Review 2015 and DTSDE (Diagnostic Tool For School and District Effectiveness) Tenets. We are also proud of our comprehensive teacher feedback system, which include frequent observations and learning walks that allow teachers to receive individualized timely actionable feedback, using the Framework for Teaching. Our Respect for All Initiative has ensured that we have an aligned vision on how to meet the social/emotional needs of our students so that they can be academically/socially successful. In addition, we have a robust family engagement plan which include a menu of workshops every month, Math Game Night and Literacy Exposition Family Night.

During the last few years, we have worked to implement the Common Core Standards and have significantly progressed in implementing the Common Core Shifts in our curriculum. In our classrooms we have seen an increase in students reading complex non-fiction texts, as well as an increase in students responding daily to literature. However, for the academic year 2014-2015, we saw a 9% decrease in students meeting performance levels on the State English Language Arts Test. (This was a decrease from 17% to 8%.) In addition, In mathematics for the academic year 2014-15, we had a 6% decrease in students meeting performance levels on the State Math Test. (This was a decrease from 33% to 27%.) For the 2015-16 academic year, we are working diligently to increase rigor in our instructional practices school wide, with a focus on the five pillars of reading. We will continue to work to deepen our questioning and discussion techniques in order to increase students' ability to participate in text-based accountable talk in all content areas. Furthermore, we are supporting students to use rubrics in reading and mathematics to evaluate and improve the quality of their work. We continue to embed problem-solving tasks and writing tasks with rubrics in each unit to support this goal. Increasing students' academic behaviors and independence in learning is another major focus of our work this year.

One area that has been a continuous challenge for us has been ensuring that assessments are used to provide targeted feedback to students. This was a major recommendation in our QR and our DTSDE recommendations. Another recommendation in our DTSDE was to continue to use the Teacher Framework to deepen instructional practices with particular attention to moving effective teacher practice to highly effective. In addition, we will work to increase the integration of technology to support differentiation and closing the achievement gap for our Special Needs and English Language Learners.

## 10X310 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	768	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		93.4%	% Attendance Rate	92.1%
% Free Lunch		93.9%	% Reduced Lunch	4.4%
% Limited English Proficient		18.6%	% Students with Disabilities	19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	9.3%
% Hispanic or Latino		85.7%	% Asian or Native Hawaiian/Pacific Islander	1.4%
% White		3.1%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		7.75	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	9.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.4%	Mathematics Performance at levels 3 & 4	32.8%
Science Performance at levels 3 & 4 (4th Grade)		89.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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		
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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>A review of the ELA state test and F&amp;P data reflected a need to focus our efforts on improving reading outcomes for our students. Item Analysis indicated the following trends in student performance:</p> <ul style="list-style-type: none"> <li>Third grade trend indicates a strong need of improving in <i>Integration of Knowledge and Ideas in Reading Informational and Literature</i>.</li> <li>Fourth grade trend indicates a strong need of improving in <i>Key Ideas and Detail in Reading Literature</i>.</li> <li>Fifth grade trend indicates a strong need of improving in <i>Integration of Knowledge and Ideas in Reading Informational and Literature</i>.</li> </ul> <p>It is evident that fourth grade students have shown the majority of the growth during the 2014-2015 academic year. Students have displayed growing strength in Craft and Structure and Integration of Knowledge and Ideas when it is related to Reading Informational Text. Fourth grade students are generally problem-solving informational texts with greater success than other testing grades. By analyzing the trends, it is clear that there needs to be a strong focus on reading and synthesizing information in fiction and non-fiction.</p> <p>Furthermore, Fountas and Pinnell Assessments confirm the above trends as a review of the data indicates; although students continue to show progress, they are not meeting benchmarks for their grade. Vocabulary continues to be a</p>		

concern as it hinders students in all grades from making meaning from text and comprehending the text at a deeper level. In addition, understanding the critical reading behaviors and strategies needed at specific levels on each grade (for example Levels C, F, K, S) is also a factor.

A review of our 2014-15 Quality Review Report indicates that we need to continue to strengthen our assessment practices with a focus on growing student independence in learning. As noted in our Quality Review, “Student interactions were facilitated by the teachers. In nearly half of the classrooms visited, student interactions were dependent on teacher intervention as students were answering teacher questions and or waiting on the teacher to prompt them to reply.” Our goal is to continue to grow assessment practices that encourage students’ ownership in their own learning process in all academic areas. As recommended by our Superintendent, we will be implementing the Fisher and Frey Instructional Model, wherein students will be encouraged to participate in text-based discussions lead by student “table captains.” In addition, students will share their work publicly to increase student motivation. Upon reviewing Tenet 3, statement of practices 3.2, 3.3, 3.4 are areas that we have strengthened in the last few years. Unit plans and lessons are aligned to meet the Common Core Standards and teachers work collaboratively during scheduled structure meeting times throughout the week to ensure coherence on the grade. Regarding statement of practice 3.4, we continue to work on incorporating technology in a consistent integrated manner throughout the complex, and this year we look forward to an expanded use of SMART board technology in our classrooms. In addition, we will be implementing myON Digital Literacy Program. We look to further grow in statement of practice 3.5, with particular focus on analyzing assessments to more strategically meet the needs of students. Our goal is to encourage self-assessment practices in reading and writing for all students, including Special Needs students and English Language Learners. Teachers will support students by conducting timely conferences with students to provide specific feedback and help students develop self-assessment skills with special attention to reading.

## **Part 2 – Annual Goal**

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

It is projected that by June 2016, there will be a 15-20% increase in students reaching benchmark on Teachers College Reading and Writing Project assessments and or an equivalent of one or more years of growth.

School leaders will support this goal by ensuring that all teachers are involved in the implementation of Common Core Standards with special attention to Reading essentials, Phonics, Phonemic Awareness, (Pre K-1) Vocabulary development, monitoring of Comprehension and Fluency. In addition, we will continue to focus on building student independence and ownership of learning by the continued implementation of the following:

- Systematic vocabulary instruction with attention to developing word attack skills.
- Robust assessment practices that support students’ use of rubrics and checklists in reading and writing to encourage self-monitoring behaviors.
- Implementation of student driven text-based discussions, scaffolded to support ELLs and Special Needs students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>This year we will continue to increase rigor throughout our curriculum with a continued focus in the area of reading. Teachers will continue to further implement guided reading practices using TCRWP assessments to provide targeted instruction using the <u>Leveled Literacy Intervention Programs</u>. A major goal is to increase students’ self-monitoring</p>	<p>Whole School  (After-school Teachers)</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Coaches, and Teachers</p>

academic behaviors, as students will continue to use the TCRWP assessment retell rubric to peer assess oral retells after independent reading. Also, teachers will continue to guide students to access complex texts by implementing reciprocal reading and close reading practices. By way of encouraging text-based discussions, teachers will help students develop their critical thinking and analytical skills. Using the Fisher and Frey model, which adds a collaborative component to the workshop model, all students will participate in text-based discussions lead by “student captains” at each table.

This year we will place increased focus on the word study component of our literacy block. Our goal is to ensure that all classes are engaged in systematic vocabulary instruction with attention to morphology and other vocabulary strategies. Teachers will be engaged in professional development to support this area of instruction. Also, to increase student stamina and interest in reading we will start the day with all students engaged in Drop Everything and Read (DEAR) time.

Additionally, this year we will seek to embed at least three cross-content projects within our curriculum. We

<p>expect these projects to increase rigor, student ownership and motivation, as well as provide opportunities for student to share their work publicly.</p> <p>In the early grades we will continue to implement the <u>Wilson Foundations Program</u> to provide Tier I Intervention to our kindergarten students and will expand the program to first grade. In addition, we will encourage student choice during center time for our Pre-school and Kindergarten students to increase student ownership and independence. After school academic programs will also focus on reading instruction. Students will receive support in grades 1-5 with guided reading and the myON Reading program. In addition, a Saturday program will be implemented for students in grades 3-5 starting in January 2016.</p> <p>In order to improve student outcomes we will continue to work at building students' writing skills with the use of rubrics. Students will be supported during writing conferences to use rubrics to set goals to improve the quality of their work. This objective will encourage students' self-assessment.</p>			
<p>We will use our Tuesday parent meeting time to schedule student lead conferences with parents, wherein they will be sharing their progress. In addition,</p>	<p>Whole School</p>	<p>September 2015 to June 2016</p>	<p>Administrators, coaches, Teachers, and Families</p>

<p>teachers will have monthly meetings with parents on how to support their child with understanding grade level expectations in reading, writing, math and content areas. Teachers will place a special emphasis on how parents can encourage reading at home.</p> <p>We will provide opportunities for students to share work publicly i.e., during class/family celebrations. Parents will be able to support students at home with literacy and math goals through the use of computer programs such as, <u>myON Digital Literacy Program</u>, <u>iReady</u> and <u>ST Math</u>. In addition, parent workshops will be offered on the following topics: Understanding the Common Core Standards, Understanding Your Child’s Reading Level, Utilizing the Public Library As a Resource.</p>			
<p>As a school community, we continue to focus on setting a positive nurturing tone that values respect for all and cultivates a culture of tolerance. This will be achieved by way of our monthly themes, support groups, after school clubs and parent workshops. We will also continue to work to ensure that every student feels confident to express their needs to one or more adults within our school community.</p>	<p>Whole School</p>	<p>September 2015 to June 2016</p>	<p>Administrators, coaches and Teachers</p>

**Part 4 – Budget and Resource Alignment**

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

**Human Resources:**

- Coaches
- Consultants
- AIS providers
- Administrators

**Instructional Resources:**

- Leveled Literacy Intervention
- Wilson Foundations
- Exemplars
- ReadyGen
- iReady
- Go Math
- ST Math
- myON Digital Literacy Program

**Scheduling:**

- Grade study meeting
- Academy meetings
- Tuesday flexible scheduling for Professional Development Intensives
- Modifications to Flow of the Day

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

**Part 5 – Progress Monitoring**

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

- 4-5% increase after each administration of TCRWP Assessments (November, January, March, May)
- For ELL and Special Needs students, an increase of 1-2 levels on TC Assessments after each administration
- ELA simulations, with a 7-10% increase after each administration

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>In the area of Tenet 5, Student Social and Emotional Health, we recognize this as an area of strength for our school. Our attention to improve positive social skills and our Respect for All Initiative, has helped us to create a positive learning environment for our students, thereby addressing Statements of Practice, 5.2-5.4. We have ensured that our students’ social/emotional, as well as academic needs are met, by way of monthly Instructional Support Team (IST), Response to Intervention (RTI) Team and School Implementation Team (SIT) meetings, which are designed to focus on individual student’s academic and social needs.</p> <p>This year we will be revising our Respect for All Initiative to allow students to take ownership of the program. Class student leaders will be included in the Respect for All meetings. We will create a rubric for criteria for getting points and class incentives.</p> <p>Our DSTDE recommendation from 2014 focused on Statement of Practice 5.5 and states that we need to work on the following areas in order to be highly effective:</p> <p>“To increase strategic decisions so that the school community utilizes a focused plan based on data to support students in a timely fashion to impact closing the achievement gap.” This year, we will continue to have our monthly IST, SIT and RTI meetings to determine social/emotional and academic supports needed by our students. In addition, will give special attention to using multiple data points to track students’ improvement both academically, as well as socially and emotionally. Furthermore, the administrative team will encourage and support the use of Respect for All points as well as behavior sheets (as needed) and academic data by teachers to help close the achievement gap.</p>		

**Part 2 – Annual Goal**

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

In order to align with the highly effective practices statement of practice 5.5, we will continue to use our Respect for All initiative to track increases in positive social skills school wide. Our goal is that by June 2016, all classes will meet or exceed 80% of the month's point system.

**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:**

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.

**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? (include school, educational consultants and/or CBO staff)*

1) As we continue to build students’ social and emotional health, this year we have designated monthly

Whole school

September 2015 to June 2016

Conflict Resolution Specialist, Teachers, Counselors, School-Based

themes to heighten students' awareness of positive social skills and behaviors. Lessons will be taught by our Conflict Resolution Specialist and classroom teachers with special attention to the following monthly themes:

- September: Respect, Self-Discipline and Pride
- October: Responsibility
- November: Honesty
- December: Kindness
- January: Empathy & Compassion
- February: Fairness
- March: Integrity
- April: Determination & Optimism
- May: Courage
- June: Patience

These themes will be infused in the curriculum, and there will be a classroom themed book each month. In addition, our Conflict Resolution Specialist will identify 4th & 5th grade students to be trained as school mediators. Our goal is to ensure that our mediators become leaders and support peaceful resolutions to student conflicts. A log of student interactions and meditations will be kept to track data. Also, our Conflict Resolution Specialist will acknowledge students for random acts of

Support Team, and Administrators

kindness and reflecting behaviors that support monthly themes. We will create a “random acts of kindness” bulletin board.

2) A social emotional support group will be created to provide counseling support for at risk students. The following themes will be discussed:

- Self-esteem
- Grief counseling
- Social awareness
- Health and wellness
- Organization/study skills
- Anti-Bullying

We will provide a “New Comers” club for new arrivals to the country. We will also develop an early intervention team for early childhood grades and a social worker working with Pre-K parents.

Further development of after school clubs such as:

- Basketball (Boys and Girls)
- Girls Book club
- Music club (Midori and Friends)
- Dance club
- Mighty Milers
- Academic Intervention After school and Saturday Programs

<ul style="list-style-type: none"> <li>• Keyboard and guitar classes</li> </ul>			
<p>To meet the needs of our sub populations in regards to Tenet 5.5, we will actively seek to have these students participate in after school and Saturday activities. Counselors identify students from varied sub-groups (ELLs, Students with Disabilities [SWD], Students in Temporary Housing [STH]) to participate in support groups which they will lead. In addition, they will be provided with any basic educational resources needed, such as notebooks, book bags and bilingual dictionaries. Buddy systems will be established for various subgroups to provide peer mentoring.</p>	Whole school	September 2015 to June 2016	Conflict Resolution Specialist, Teachers, Counselors, School-Based Support Team, and Administrators
<p>To encourage parent participation, in an effort to meet this goal, a monthly parent calendar outlines all upcoming parent activities. During the school year, two parent workshops will be given, one on the topic of conflict resolution and the other on meeting the social and/or emotional needs of students. In addition, we will host a newcomer ELL meeting for parents in order to provide orientation regarding our school community and other resources available.</p> <p>Workshops regarding academic topics such as “Reading to Your Child at Home,” and “At Home Mathematics and Science” will be offered with translation available.</p>	Whole school	September 2015 to June 2016	Parent Coordinator, Conflict Resolution Specialist, Teachers, Counselors, School-Based Support Team, and Administrators
<p>As a school community, we continue to focus on setting</p>	Whole school	September 2015 to June 2016	Conflict Resolution Specialist, Teachers,

<p>a positive nurturing tone that values respect for all and cultivate a culture of tolerance. This will be achieved by way of our monthly themes, support groups, after school clubs and parent workshops. We will also continue to work to ensure that every student feels confident to express their needs to one or more adults within our school community.</p>			<p>Counselors, School-Based Support Team, and Administrators</p>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>• Conflict Resolution Specialist</li> <li>• Teachers</li> <li>• Counselors</li> <li>• School-Based Support Team</li> <li>• Administrators</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Character Education Partnership (CEP)</li> <li>• Collaborative for Academic, Social, and Emotional Learning (CASEL)</li> <li>• Anti-bullying Curriculum</li> <li>• <u>The Inner Wealth Initiative: The Nurtured Heart Approach for Educators</u> by Tom Grove and Howard Glasser with Melissa Lynn Block</li> </ul> <p><b>Scheduling Adjustments:</b></p> <ul style="list-style-type: none"> <li>• Embedded conflict resolution periods to support students</li> <li>• Peer mentoring time during all lunch periods</li> <li>• Response to Intervention Team Meetings, Instructional Support Team Meetings, SIT Meetings</li> </ul>

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, 27 out of 34 classes will reach or exceed the 80% target of Respect for All points.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In reflecting on the 2014-2015 State test results, as well as the HEDI rating, we have identified the priority needs as student self-monitoring systems around reading behaviors and reading fundamentals. Also, recommended during our Quality Review, was the need to ensure that all work has specific next steps to support students in their future work, as well as allowing all the students to reflect the same level of ownership in their learning. (1.2 and 2.2). "During the lesson observed, some students waited for teacher feedback and to complete tasks. An established tiered system was not in place to provide needed clarification" (QR). To address these needs, we plan to implement systems such as mid-lesson checkpoints and differentiated learning targets. In response to this feedback and our state data, our professional development goals will be aligned to address the priority needs of building student independence as learners with special attention to reading.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of our teachers will be committed to the success and improvement of their classroom practices in the area of reading fundamentals by leading, planning, and participating in professional development cycles during and after school. This will be measured by an increase of 10-20% on the instruction components of the Advance Evaluation System.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In an effort to meet the above goal, we have developed a comprehensive professional development plan, with six cycles throughout the year. Our plan was developed in collaboration with our professional development team after a school wide survey to identify teacher needs. Using that information in conjunction with the administrative feedback, as well as the QR and the DTSDE, we have outlined the following</p>	<p>Whole School</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Coaches, and Teachers</p>

professional development cycles:

**Cycle One:** Pillars of Reading  
-Vocabulary Focus

**Cycle Two:** A Deeper Look at Comprehension, Vocabulary, Phonics and Fluency

**Cycle Three:** Building Student Independence and Engagement in Literacy

**Cycle Four:** Supporting Diverse Learners in Reading

**Cycle Five:** Reading to Learn and Developing Projects to Support Engagement

**Cycle Six:** Reflecting and Refining Curriculum

**Additional Professional Development Ideas Include:**

- Analysis of the TCRWP assessments to plan for small group instruction and whole grade implications
- Using word study assessments to plan for gaps (grades k-2)
- Collaborative Special Ed/ESL Team Teaching
- Training around the Fisher Frey instructional model
- Analyzing student work using ESL Progressions

<ul style="list-style-type: none"> <li>• Professional development for early childhood curriculum integration</li> <li>• Professional Book Clubs</li> <li>• Analyzing student writing by rubric dimensions</li> <li>• Creating Learning Targets</li> <li>• Training on myON Digital Literacy Program</li> <li>• Mid unit checkpoints and unit plan adjustments</li> <li>• Assessing the quality of questioning and discussions during lessons to improve accountable talk</li> <li>• Using rubrics for self-assessment and analyze and plan lessons for writing on the ELA test (grades 3-5)</li> </ul> <p>In addition, on Tuesday afternoons teachers will collaborate on inquiry work on topics of Reading.</p>			
<p>ESL teachers will meet monthly to review student data, analyze student work and create student-friendly rubrics using New Language Progressions. In addition, we will continue to implement the SIOP training received from the Center for Applied Linguistics. Specialty groups continue to meet to review curriculum units and offer ideas for differentiation and integration. Our special education department will meet to review IEPs in order to improve the quality of the present levels of performance. Additionally, an articulation time will be</p>	<p>Whole School</p>	<p>September 2015 to June 2016</p>	<p>Administrators , Coaches, and Teachers</p>

<p>worked into our Tuesday professional learning time to allow classroom teachers to work with ESL and SETSS teachers, to ensure the best possible supports are being given to our students.</p>			
<p>In order to increase parent engagement and support school wide goals, the following activities are integrated throughout the year:</p> <ul style="list-style-type: none"> <li>• Attendance Assemblies</li> <li>• Parent Workshops ('Understanding the Common Core Standards,' 'Understanding your Child's Reading Level,' 'Using the Public Library as a Resource,' 'Supporting Your Child Through the Use of Games,' 'Understanding How To Support Your Child with the State Tests')</li> <li>• Classroom Literacy Celebrations</li> <li>• Student of the Month Breakfast</li> <li>• Parent Newsletters</li> <li>• Math Family Game Night</li> <li>• Literacy Expo</li> <li>• Weekly meeting time for teachers and parents</li> <li>• School Leadership Team</li> <li>• Family library to increase at home family reading time</li> </ul>	<p>Whole School</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Coaches, and Teachers</p>
<p>We will continue to build a culture of school wide</p>	<p>Whole School</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Coaches, and Teachers</p>

collaboration through our frequent meeting opportunities such as: <ul style="list-style-type: none"> <li>• Monday professional development</li> <li>• Tuesday professional learning opportunity</li> <li>• Grade level meetings</li> <li>• Academy meetings</li> <li>• Lab sites (Teacher and Coach Led)</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: <ul style="list-style-type: none"> <li>• Coaches - to attend Teachers College training on Coach</li> <li>• Consultants</li> <li>• Teachers - to attend Wilson Training (coverages needed)</li> <li>• Administrators</li> <li>• Sub coverage for teacher receiving professional development</li> </ul> Instructional Resources: <ul style="list-style-type: none"> <li>• Units of Study – Lucy Calkins             <ul style="list-style-type: none"> <li>• How’s It Going – Carl Anderson</li> <li>• Tools for Assessment – Boutz, Harvey, Jackson, Perini</li> <li>• Learning Targets – C. Moss, S. Brookhart</li> <li>• Number Talks - Sherry Parrish</li> <li>• Fountas and Pinnell – Reading and Writing Continuum of Learning</li> <li>• Fountas and Pinnell – Phonics Continuum of Learning</li> <li>• ReadyGen</li> <li>• Go Math</li> <li>• Wilson Foundations</li> <li>• Engage NY</li> </ul> </li> </ul> Scheduling: <ul style="list-style-type: none"> <li>• Grade Study Meetings</li> <li>• Academy Meetings</li> <li>• Tuesday Flexible Scheduling for Professional Development Intensives</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century	X	C4E

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**Part 5 – Progress Monitoring**

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

- This goal will be monitored in February 2016 by an overall increase of 10% on the instructional components 3B, 3C, 3D of the Advance Evaluation System when comparing the first two observations.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In Tenet 2, School Leader Practices and Decisions, in regards to articulating the vision across the community (Statement of Practice 2.3), we have several opportunities to ensure all stakeholders understand our goals which include but are not limited to, our School Leadership Team, Curriculum Team and Mini School Teams. We strategically make decisions regarding staffing, programming and fiscal resources to support our areas in need of improvement (Statement 2.4). We continue to work on evidence-based systems to examine school wide practices, such as walkthroughs and informal observations to evaluate our progress in meeting goals and make adjustments as needed (Statement 2.3). As reflected in our 2013-2014 DTSDE recommendations, in order for the school’s strategies and practices to align with the concepts in the Highly Effective column of Statement of Practice 2.5, the school needs to incorporate the following: “Provide timely, actionable feedback and support to all teachers that are directly aligned to specific criteria so that they take ownership for the next stage of their development.” Providing feedback to teachers is an area we have successfully implemented. This year we will continue to create systems around encouraging teachers to take greater ownership for the next stage of their development. In addition, we will create systems to support continued data analysis after each administration of F&amp;P.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

In order for the school to nurture the professional growth of teachers and staff and achieve Highly Effective practices in Statement Practice 2.5, we will continue to provide timely actionable feedback, aligned to the Teacher Framework with a focus on supporting and encouraging teachers to take ownership for their own development. From September 2015 to June 2016, school leaders will continue to implement a fully functional robust observational plan with a specific emphasis on encouraging teacher ownership for the next stage of their development.

100% of our teachers will lead, seek or contribute to their own stage of professional development as measured by improved teacher practice during formal and informal observations.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>An observational calendar was created to maintain a consistent system and</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators and Coaches</p>

structure to implement the evaluation of teacher practice based on the Teacher Framework. Administrators will meet monthly to reflect on evaluations and support the continuous alignment of our work. In addition, an instructional focus calendar was provided, outlining SCEP goals and monthly focus for walkthroughs which will provide non-evaluative feedback to teachers and support administrative alignment regarding best practices. This will help us publicly identify teacher expertise to further encourage the sharing of new ideas and teacher initiative for improving their practice. Also, our walkthroughs provide the administrative team, a structure by which to evaluate the impact of decisions and practices and make adjustments as needed.

School Leaders will focus on supporting to improve reading practices school wide. To support this objective administrators will meet with teachers for the following purposes:

- for post observation conferences after each observation
- for goal setting meetings twice a year
- for data meetings to examine and plan using F&P data
- to lead professional development

sessions during mini school meetings and after school

A survey will be used in conjunction with classroom evaluations to identify best practices in order to highlight staff members to support teachers in taking ownership of their own development. In addition, we will seek to identify "grade leaders" that can participate in professional development planning meetings to support our school wide instructional focus in reading for the year. The following are the Six Cycles that we have outlined and will collaboratively study this year to improve student outcomes:

**Cycle One:** Pillars of Reading -Vocabulary Focus

**Cycle Two:** A Deeper Look at Comprehension, Vocabulary, Phonics and Fluency

**Cycle Three:** Building Student Independence and Engagement in Literacy

**Cycle Four:** Supporting Diverse Learners in Reading

**Cycle Five:** Reading to Learn and Developing Projects to

**Cycle Six:** Reflecting and Refining Curriculum

In addition, after each administration of TCRWP grade meetings will be devoted to teacher's sharing trends and strategies for improving student outcomes. We will seek to

<p>encourage teacher leadership in these meetings by facilitating the sharing of successful practices.</p>			
<p>During goal setting sessions, post observation conferences and data meetings, teachers will track ELL and Special Needs students to closely monitor their progress and implement differentiated strategies to meet the needs of these special populations. In addition, TCRWP data is analyzed for both these subgroups to monitor reading progress.</p> <p>Administrators will meet with ESL and Special Education staff periodically to support the implementation of the collaborative teaching model.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators, ESL Teachers, and Coaches</p>
<p>In order to increase parental involvement we will use our Tuesday parent meetings twice a month for workshops, led by classroom teachers, which will be aligned to our instructional focus calendar. Possible topics are as follows:</p> <ul style="list-style-type: none"> <li>• Curriculum overview</li> <li>• Supporting your child with homework</li> <li>• Engaging your child in learning during the holidays</li> <li>• At home science and community opportunities to</li> </ul>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Parent Coordinator, and Coaches</p>

<p>support the Social Studies Curriculum</p> <ul style="list-style-type: none"> <li>• Motivating your child to reach benchmark</li> <li>• Encouraging your child to become a writer/researcher</li> </ul>			
<p>Teachers will keep a documented log of professional development sessions attended around improving an area of need, classroom visitations to observe best practices and/or leadership involvement.</p> <p>Each month on our professional development calendar, highly effective classroom practices will be identified and listed so that staff members can observe best practices within our school building. Monthly leadership opportunities for staff members will also be added to our professional development calendars.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Coaches, and Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><b><u>Instructional Resources :</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Framework</li> <li>• <u>Advancing Formative Assessment in Every Classroom</u>, Connie Moss</li> </ul> <p><b><u>Human Resources :</u></b></p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Coaches</li> <li>• Teachers</li> <li>• Consultant</li> </ul> <p><b><u>Schedule Adjustments :</u></b></p> <ul style="list-style-type: none"> <li>• Monday professional development</li> <li>• Tuesday professional learning opportunity</li> <li>• Grade study meetings</li> <li>• Weekly Academy Meetings</li> </ul>

- Beginning, middle and end-of-year teacher meetings

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

**Part 5 – Progress Monitoring**

**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.

This goal will be monitored in February 2016 by an overall increase of 10% on the instructional components 3B, 3C, 3D of the Advance Evaluation System when comparing the first two observations.

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

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We continue to work to foster strong family and community ties by communicating high expectations regarding family involvement. Every year we continue to grow our parent participation and cultivate strong community partnerships that support us in the area of social and emotional developmental health. This year, we feel confident that we will be able to deepen the quality and frequency of parent participation by way of our Tuesday afternoon sessions. The school will seek to build on Tenet 6.3, by planning comprehensively for increasing reciprocal communication with the families to further support students. Tuesday afternoon family involvement time will allow teachers to have more individual conferences with parents regarding their child’s progress, as well as provide parent workshops aligned specifically with the goals for the grade.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, there will be a 30% increase in parent participation in monthly workshops, classroom celebrations and parent-teacher contact, as measured by attendance sheets and teacher logs.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In order to increase parent participation the following activities will be offered throughout the school year:</p> <ul style="list-style-type: none"> <li>• Parent teacher conferences to review data points minimally five times a year. (Tuesday meetings can also be used to provide current data and strategies to support their child.)</li> </ul>	<p>Parents</p>	<p>September  2015 to June 2016</p>	<p>Parent  Coordinator,  Teachers,  Administrators,  Coaches and  Guidance  Counselors</p>

- All teachers will maintain a log as evidence of Tuesdays Parent Teacher contact.
  - Monthly Tuesday afternoon meetings with classroom teachers to provide workshops around Common Core Learning Standards and how to support students academically and other topics.
  - Monthly parent workshops for academic and social development.
  - Parent health and wellness workshops.
  - Classroom celebrations.
  - Saturday ESL classes.
  - Math Night & Literacy Exposition
  - Continue to develop family library center.
  - School wide attendance celebrations.
  - Music celebrations.
  - Cyber Awareness Workshop
  - Parent training on Engage NY website
  - Parent attendance during student presentations
  - ESL Teachers will meet with parents throughout the year regarding their ESL students.
- Also, all correspondences are translated for parents

<p>informing them of school wide events. Additionally, flyers and our Phone Messenger are used to ensure that parents stay well informed around all activities. Our School Leadership Team also provides the opportunity for parents to be involved with making school wide decisions.</p>			
<p>Annual review meetings are held to work with families to ensure that the current academic and social supports are helping the child. In addition, after each SIT and IST meeting, counselors will reach out to families to share progress and next steps as well as specific data around their child. Parents are informed that there are many workshops available to support their child's academic and social needs. They are also informed that there are workshops around using iReady, Lightsail, Ticket-to-Read, and myON Digital Literacy Program at home to support literacy skills.</p> <p>Additional workshops are given to understand New York State Identification Test for English Language Learners (NYSITELL) and New York State English as a Second Language Achievement Test (NYSESLAT). Samples of the exam are shared as well as implications of the exam results. In addition, letters are sent home to parents to share NYSITELL and NYSESLAT results. ESL teachers will meet with</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>ESL Teachers and Administrators</p>

<p>parents of ELL students on Tuesday afternoons to provide strategies for parents to support their children.</p> <p>Family outreach will be done by counselors for parents who are in temporary housing as well as flexible meeting times to better accommodate their needs.</p>			
<p>In order to continue to increase parental involvement and engagement, parent surveys and Title I meetings are used to engage parents 3 to 4 times a week.</p> <p>Parents are invited monthly to various workshops to address student academic and social and/or emotional needs as well as life skills such as:</p> <ul style="list-style-type: none"> <li>• Asthma awareness</li> <li>• Prescription drug awareness</li> <li>• Child abuse prevention</li> <li>• Obesity prevention</li> <li>• Health and nutrition awareness</li> </ul> <p>Also, parents are invited to many holiday luncheon celebrations that have arts and crafts activities. In addition, parents are encouraged to train with Learning Leaders to become school volunteers.</p>	Parents	September 2015 to June 2016	Parent Coordinator, Coaches and Administrators, Guidance Counselors
<p>As a school community, we continue to focus on setting a positive nurturing tone that values respect for all and cultivates an</p>	Whole School	September 2015 to June 2016	Whole School

<p>environment of tolerance. This will be achieved by way of our parent workshops, frequent correspondence and weekly parent teacher meetings to ensure that parents are well informed and feel welcomed and valued as partners in this work. In addition, we will build trusting relationships with parents by guarding confidential student information and only sharing information with appropriate professionals when necessary.</p>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Coaches</li> <li>• Guidance Counselors</li> <li>• Learning Leaders</li> <li>• Administrators</li> <li>• Teachers</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• iReady</li> <li>• Lightsail</li> <li>• Materials for parent library</li> <li>• Translators/translated documents</li> <li>• myON Digital Literacy Program</li> </ul> <p><b>Community Organizations:</b></p> <ul style="list-style-type: none"> <li>• Riverdale Mental Health Center</li> <li>• Kingsbridge Heights Community Center</li> <li>• North Central Hospital</li> <li>• Good Shepherd</li> <li>• Nutrition and Health Education Program (Cornell University)</li> <li>• Learning Leaders</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

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

By January, a 15% increase in parent participation and teacher-parent interactions as measured by attendance sign-in sheets and teacher logs.

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

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	F&P Data, Simulations and State Tests	Guided Reading – Leveled Literacy F&P Intervention ReadyGen  Reading Recovery  Great Leaps Gr. K-5 iReady Literacy Centers  Wilson Foundations grades K, 1 & 2	Small Group Whole Class  One-to-one  One-to-One Individual Small Group  Small Group (Gr. 1 & 2) and Whole Class (Gr. K)	During the school day During the school day During the school day During the school day During the school day and after school During the school day During the school day (Gr. K) and After school (Gr. 1 & 2)
<b>Mathematics</b>	Simulation and State Tests	Number Talks iReady  ST Math  Exemplars  Investigation  Go Math RTI	Whole Class and small group Small Group  Whole Class  Whole Class  Whole Class  Small Group	During Math Block During the school day During the school day During the school day During the school day During the school day
<b>Science</b>	Support for State Science Tests	FOSS Kits - Gr. K-2 and Gr. 3-5  Houghton Mifflin for grades K-2	Small Group and Whole Class Small Group	During the school day (Gr. K-5) and after school (Gr. 3-5) During the school day
<b>Social Studies</b>	Lowest Quartile	Teachers utilize the Social Studies Department of Education Units of Study with trade books to support at-risk students in grades 3-5	Small Group Small Group	During the school day During the school Day

		Houghton Mifflin for grades K-2		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic Assessments Tests and/or Assessments Testing: Wechsler Intelligence Scale for Children (WISC-IV), Woodcock Johnson III, Tests of Achievement (WJ-III), Childhood Autism Rating Scale (CARS) Observations and Assessments	Guidance Lessons Counseling Modeling Behavior, Behavior Management Assessments	Small Group One-to-one  One-to-one Behavior Modification	During the school day During the school day  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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We continue to work diligently to ensure that we have highly qualified staff members by cultivating collaborations with local universities in order to have a pool of strong candidates to fill new vacancies. Another source used to find qualified candidates is the New York City Teacher Finder. At P.S. 310 we have a robust support process in place for new teachers. We begin with a summer orientation that includes new teacher training on: classroom management, effective planning, the workshop model, balanced literacy, and school wide expectations prior to the start of the school year. At the start of the school year new teachers are assigned a mentor coach and are provided with scheduled intervisitations depending on the teacher's specific needs. Coaches model and provide teachers with planning guidance as needed. New teachers have the support of their colleagues during weekly grade level meetings, as well as Monday afternoon professional development meetings.</p> <p>All teachers have access to support from our School-Based Math and Literacy Coach. Teachers participate weekly in Grade Study meetings, Mini School meetings and Monday afternoon professional development meetings to unpack Common Core Standards and develop units of study. In addition, they receive the following opportunities for further support:</p> <ul style="list-style-type: none"> <li>• Teachers meet with Administrators and Coaches to review and plan for small groups using data</li> <li>• Professional development sessions on Monday afternoon led by coaches</li> <li>• Evolution Consultant works with selected teachers to provide support with literacy</li> <li>• Center for Applied Linguistics to provide SIOP training</li> <li>• Training on methodology for English Language Learners</li> <li>• Teachers to attend select PDs at Teachers College and Fordham University</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>P.S. 310 is committed to providing high quality ongoing professional development to all staff members to enable all students to meet Common Core Standards. Currently, we have resident literacy and math coaches to provide professional development activities which are designed to support teachers in the implementation of Common Core Standards. Coaches meet with teachers, three times a week to focus on curriculum planning and instructional strategies to meet the needs of all students. All activities are announced in monthly professional development calendar. In addition, professional development support is provided by way of in-class demonstration lessons, observation and conferencing, as well as grade level lab sites. Teachers are involved in Common Core inquiry work and are further supported in the following ways:</p> <ul style="list-style-type: none"> <li>• Evolution Consultant providing literacy support on effective reading conferences</li> </ul>

- Continued training on the Danielson Framework, for teachers by Administrators
- Center for Applied Linguistics Consultant to Provide SIOP professional development
- Reading Recovery teacher to continue to receive outside professional development
- Selected teachers to continue to participate in citywide training on Foundations and Go Math Programs
- Pre-K Professional Development Days

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

Currently, P.S. 310 has an Early Childhood Center in which Pre-Kindergarten and Kindergarten classes are housed together thereby providing a seamless transition for our preschool students entering Kindergarten. Throughout the year, parent meetings are held to support literacy development and both Preschool and Kindergarten parents are invited. In addition, Preschool and Kindergarten teachers meet together once a week to discuss curriculum matters and participate in inquiry work. Also, many school activities such as trips, presentations and performances are scheduled to include both Preschool and Kindergarten students. For children coming from other preschools, records are forwarded to us so that we may provide any special services needed by incoming Kindergarten students.

#### **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.

During the summer, a team of teachers representing each grade met to support the class meeting process regarding assessments. Also, teachers are involved in selection and modification of assessment tasks for both reading and math throughout the year. In addition, teachers work together during grade study meetings to align tasks to standard-based rubrics and review student work together. Teachers are led in these conversations by coaches to ensure that teachers are able to use information effectively to inform instruction and establish grade-level alignment. Also, teachers have been trained on using TCRWP system for data entry and accessing reports regarding student progress in reading. In addition, teachers will be receiving training on the new School Net, assessment tool for monitoring progress in math and reading in grades 3-5.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible

for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	849,781.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	165,754.00	X	
Title II, Part A	Federal	193,285.00	X	
Title III, Part A	Federal	15,608.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,714,762.00	X	

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

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

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

---

**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. P.S. 310, 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. P.S. 310 will support parents and families of Title I students by:

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

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

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

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

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

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

#### **School-Parent Compact (SPC)**

P.S. 310, 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**

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

### **II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>310</u>	DBN: <u>10x310</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: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

-  
P.S. 310 continues to support our English Language learners develop their literacy skills. A review of the NYSESLAT data for 2014 indicates we have 120 ELL students in grades 1-5. 8% are Beginner students, 20% are intermediate students, 49% are advanced students and 23% are Proficient students. Our NYSESLAT data indicates students have deficiencies in the areas of reading and writing. Last year on the ELA, 30% percent of the students taking the exam in grade 3 (presently grade 4) were ELLs. The majority of those students are on levels 1 & 2. In grade 4 (presently grade 5) 21% of students taking the ELA were ELL students with the majority of the students scored on levels 1 & 2. In mathematics, 24% of students in grade 3 (presently grade 4) were ELL students scoring on levels 1 & 2. There were 41% ELL students who took the math test in grade 4 (presently Grade 5) scoring on levels 1 & 2. In mathematics, we need to continue to support our ELL students in developing their mathematical thinking in the area of writing. To support our students in meeting grade level standards, we will create an after school program for Beginner and Intermediate students in grades 1 and 2. A Saturday program will be created for our Intermediate and Advanced students in grades 3, 4 and 5.

-  
The after school program will service 60 intermediate and advanced and proficient ELL students from grades 1 and 2. The goal of our after school intermediate and advanced class will strengthen all four language modalities: listening, speaking, reading and writing (Bilingual /ESL teachers will be recruited).

-  
The program is outlined as follows:

- 
- \* Read Aloud-mini lesson (30 minutes)- comprehension storytelling with vocabulary development  
Mondo Reading Program (Let's Sing About It Oral Language Reading & Writing)
- \* Guided Reading- (30 minutes including independent reading)
- \* Foundations Program- (30 minutes)
- \* Homework Help- (30 minutes)

-  
The after school program for advanced and proficient students will begin at the end of October 29, 2014 through the end of April 2015. These students were selected because they will be taking the ELA in the spring. The program will take place twice a week Wednesdays and Thursdays from 2:40-4:40 p.m.

-  
In addition, Focus funds will be used to continue our Saturday program which will begin the end of January 2015 through beginning of May 2015 from 8:30 to 11:30 a.m. The Saturday program will focus on increasing students' English proficiency using ESL strategies to build students' listening, speaking, reading and writing skills with special attention to preparation for the New York State English Language Arts Test. Students will be involved in listening, vocabulary development, guided reading and test preparation work in English. 60 English Language Learners in grades 3-5 will be invited to participate. (Bilingual/ESL teachers will support Common Branch teachers with planning and small group push-in language development support.)

-  
-  
-  
Students will receive a 2-hour Literacy Block:

## Part B: Direct Instruction Supplemental Program Information

- 
- \* Read aloud- Listening with purpose
- \* Mini lesson
- \* Small Group Work (Guided Reading) - (Levelled Literacy Intervention Program)
- \* Sharing
- \* Test Sophistication: writing for the ELA, use of graphic organizers to develop writing pieces.
- 
- Students will also receive one hour of intensive math instruction using the following workshop model:
- 
- \* Mini lesson- with active engagement and opportunity for accountable math talk and vocabulary development.
- \* Small Group Work (guided practice and independent work)
- \* Sharing
- 
- Teachers will use ESL strategies to develop students' mathematics skills by way of focusing on accountable talk and writing in this content area. Math literature and math manipulatives will be used to support the further development of all four communication strands and to support students with explaining their mathematical thinking. Students will work on verbally explaining the process of their mathematical thinking as well as developing mathematics writing about their thinking. Approximately 45 English Language Learners in grades 3-5 will participate in the Saturday program to be supported by two Bilingual/ESL staff members.
- 
- 

## 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: \_

Many of our ELL students have deficiencies in reading and writing. In an effort to address these deficiencies, we will be providing teachers with professional development on shared reading, guided reading and writing. We will also provide professional development on the use of scaffolding strategies to support beginning writers. This three-part professional development training will be open to all teachers. The two-hour session will be held after school for a total of 6 hours professional development, for teachers involved in any after school program.

<u>Dates</u>	<u>Topics</u>	<u>Provider</u>
<u>September 22, 2014 Monday PD</u>	<u>Using TCRWP(Teacher's College Reading and Writing Program) to Identify Students' Needs</u>	<u>Coach</u>
<u>October 20 &amp; 27, 2014 Monday PD</u>	<u>Strategies for Reciprocal Reading</u>	<u>Coach</u>
<u>October 29, 2014</u>	<u>After School Program – Implementing a Balanced Literacy</u>	<u>Reading Teacher</u>
<u>2:35-5:00 p.m.</u>	<u>Using Mondo Let's Sing About It Oral Language Literacy Program</u>	

### Part C: Professional Development

-	November 3, 2014	Foundations Training	Sp. Ed.
	Teacher		
	2:35- 5:00 p.m.		
-	December 9, 2014	Analyzing Student Work to Determine Next Steps	
-	December 15, 2014	Unpacking NYS Language Progressions	ESL Teacher
	Monday PD		

### 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:           NN

-  
Parent workshops will be provided to support and encourage parents to engage in story telling at home with students. Parents will be provided with read aloud books to share with their children at home to support vocabulary development. Parents will be informed of workshop availability by way of flyers and phone calls. (All communication sent is translated).

-	Dates	Topics	Provider
-	10/02/14	Understanding Your Child's Reading Level and How to Improve it	Literacy Coach/ESL Staff
		through Read Alouds in any language	
	10/07/14	Using the Library as a Resource (for Ell Parents)	Librarian
	03/12/15	NYSESLAT for Parents of ELLs	ESL Staff

-  
In addition, a parent ESL class will be taught on Saturdays using supplemental funds, commencing January 2015 through May 2015 from 8:30-11:30 a.m, and the class will be provided by an ESL teacher. It will be aligned to our Saturday Program for students.

**Part E: Budget**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>310</b>
School Name <b>Marble Hill</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Elizabeth Cardona</b>	Assistant Principal <b>Grissell Garcia</b>
Coach <b>Josephine Louison</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Madelyn Vargas</b>	School Counselor
Teacher/Subject Area <b>Crystal Ynfante</b>	Parent <b>Margarita Hernandez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sabina Jansen</b>
Related-Service Provider <b>Carlos Rincon</b>	Borough Field Support Center Staff Member <b>Jose Ruiz</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title) <b>Psych. Madelaine de la Cruz</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>827</b>	Total number of ELLs	<b>139</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	139	<b>Newcomers</b> (ELLs receiving service 0-3 years)	80	<b>ELL Students with Disabilities</b>	31
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	59	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	80	0	11	59	0	21	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																				

\* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

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

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	21	18	20	29	22	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	2	1	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	11	4	6	5	6	8	0	0	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	7	5	0	0	3	2	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	7	14	3	7	6	1	0	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	0	2	9	8	14	11	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	5	12	14	0	0	0	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	2	4	10	43	3	48	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

The tool used to assess literacy skills is Fountas and Pinnell. The Spring data reflects the following:

Kindergarten: Below 76% On/above 24%  
 First grade: Below 71% On/above 29%  
 Second grade: Below 94% On/above 6%  
 Third grade: Below 90% On/above 10%  
 Fourth grade: Below 93% On/above 7%  
 Fifth grade: Below 81% On/above 19%

Based on our current F and P data, we have seen an increase of 7.5 percent school-wide for our current ELLs reaching benchmark. A large percentage of that increase has come in the first grade where a total of 29% of ELL students reached benchmarks. In addition in the fifth grade, there was a 19% increase of ELLs reaching benchmarks.

Moving forward into the 2015-2016 school year, more of an emphasis around professional development, interventions and instructional strategies for our Newcomers as well as continuing to educate our staff in NLA strategies will improve the amount of ELLs reaching grade appropriate benchmarks.

In addition, we will continue to create a more scaffolded curriculum aligned to the Common Core standards for our English Language Learners. Data collected from reading levels along with the miscue analysis will further support educators in planning small group instruction. ELL students will also be grouped accordingly to allow for the co-teaching model between our NLA and general education teachers.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns across performance levels on the NYSITELL reveals students who attend our Pre-school or any other Pre-school program fare significantly better on all modalities of the of the NYSITELL than ELL students entering school for the first time. Data patterns

across performance levels on the NYSESLAT reveals students in grades K, 1 and 2 tend to move quickly towards in Expanding levels in Listening, and Speaking and Transitioning in writing. NYSESLAT data also reveals students in grades 3, 4 and 5 are moving towards Commanding levels in listening, speaking, and reading however, students tend to not progress as quickly towards Expanding in the writing portion of the NYSESLAT.

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

The school uses the AMAO data to staff accordingly, plan professional development, create required programming and provide support services to students. The AMAO data reveals :

\*79.17% of ELLs made progress. 22.50% of ELLs reached proficiency.

\*ELL students with at risk level of 3 or greater total 21.

\*ELL students with at risk level of 5 or greater total 12.

\*ELL students with two or more years of service but scored at first quartile total 19.

\*ELL students scoring at or above the 25<sup>th</sup> growth percentile and scored a 1 or a 2 on the ELA total 2.

\*ELL students scoring at or above the 25<sup>th</sup> growth percentile and scored a 1 or a 2 on the math total 7.

\*ELL students held over in past 3 years total 7.

The AMAO NON-ELL comparative data reveals:

\*Non-ELL students with a risk level 3 or greater total 74.

\*Non-ELL students with a risk level of 5 or greater total 16.

\*Non-ELL students scoring at or above the 25<sup>th</sup> growth percentile and scored a 1 or a 2 on the ELA total 17.

\*Non-ELL students scoring at or above th 25<sup>th</sup> growth percentile and scored a 1 or a 2 on the Math total 7

\*Non-ELL students held over the past 3 years total 9.

4. For each program, answer the following:

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

A. The patterens across performance levels are:

Third grade ELL students perform lower on the math and ELA than non-ELL peers. The same holds true for ELL students taking the exam in their Home Language.

Fourth grade ELL students perform lower on math and ELA than non-ELL peers. The same holds true for students taking the exams in their Home Language.

Fifth grade students perform lower on the math and ELA than non-ELL students. The same hold true for students takng the math exam in their Home Language.

B. Our interim assessment data indicates the following:

Spring interim assessment grades 3-4: 68% scoring 20 average points.

Spring interim assessment grade 5: 67% scoring 20 average points.

The school uses the interim assessments to support teachers in determining areas strength and areas requiring support to develop literacy in the New Language. Leadership and teachers review the assessment data to make determinations regarding the focus of our Title III Saturday and After-School programs.

C. We have identified the areas of reading and writing that require further development. Student's Home Language is used as an instructional support for Entering, Emerging and Transitioning students. The Home Language is also used to support students and their families in all academic and social aspects of school.

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](#).]

Our RTI team meets regularly to discuss and plan instruction for our ELL students. At-risk ELL students are provided services by our Reading Recovery teacher as well as small group guided reading by the classroom teacher. At- risk SETSS is also provided by our SETSS teachers. During the RTI meetings, students are discussed with the team which includes the Principal, Assistant Principals, the classroom teacher, Guidance Counselors, and Related Service providers. The parent of the student meets with the classroom teacher as well as with the reading recovery specialist to discuss the next tier of intervention if necessary.

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

We ensure the student's second language is considered in instructional decisions by reviewing all language diagnostic exams to plan for linguistically scaffolded lessons to address the NYSESLAT. The diagnostic exams include the NYSITELL, NYSESLAT, and the Spanish Lab (only if students' H.L. is Spanish). We review the Spanish to determine Spanish proficiency to support the development of the New Language. In addition, the New Language Progression rubric is reviewed to plan for students' next linguistic instructional steps.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of our program by reviewing multiple data sources. We reviewed the NYSESLAT 2015 to inform ourselves how students fared across modalities. We also review the NYSITELL to provide Newcomers with appropriate language level support. We review ELL interim assessments to determine student needs and plan for differentiated instruction. In addition we review test simulations and track Fountas as Pinnell levels to determine student progress. Student Literacy and Math portfolios are also analyzed by both students and teachers. ELL students have the opportunity to create instructional goals in all content areas and create learning targets to meet those goals. Teachers also analyze pre and post tasks to determine progress. The 2015 ELA Data noticings for our ELL students were as follows: in third grade there was an increase by 6.7% in levels 3/4 (0% to 6.7%). Third grade ELLs decreased level one students 16.3% from 2014. Fourth grade ELL students decreased levels 3/4 by 2% (6.3% to 4.3%). Fourth grade decreased level one by 1.1%. Fifth grade had no change in levels 3/4 (0%). Fifth grade ELL students increased level one students by 1.4% (87.5 to 88.9). Our ELL 2015 math data shows third grade ELL students increased 1.5% in levels 3/4 (15.2% to 16.7%). Third grade ELL students decreased level ones by 5% from 2014. Fourth grade ELL students decreased levels 3/4 by .07% (17.4% to 16.7%). Fourth grade decreased level one students by 2%. Fifth grade decreased levels 3/4 by 10.5% (10.5% to 0%). Fifth grade ELL students increased level ones 38.3% (47.4% to 85.7%).

## Part IV: ELL Identification Process

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

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

The identification process for students who may be potential ELLs is as follows: Upon arrival from another country or if a student has been out of NYC for more than two years, the Pupil Accounting Secretary Ms. Crystal Rivera and licensed ENL teacher Ms. Mildred Perez, provide the parent of the potential ELL student with a Home Language Identification Survey (HLIS). If a student has been in NYS we make every effort to acquire student paper work from the student’s previous school. The HLIS is provided in the native language of the parent. An informal interview in English as well as in the native language is conducted by Ms. Perez who is fluent in both English and Spanish to help further establish potential ELL status. Our students’ native language is almost exclusively Spanish. If a language other than Spanish is required for the purposes of an informal interview, phone translators affiliated with the DOE Translation Unit are available. If a determination is made that the student is a potential ELL, the student is tested with the NYSITELL. If the student is a native speaker of Spanish the student is also tested with the Spanish Lab. All testing is conducted by licensed ENL teachers Ms. Perez, Ms. Ortiz and Ms. Vargas. Upon completion of the testing, the parent is notified in writing of the results of the NYSITELL within 5 days and the student is placed in a program of the parents choosing within 10 days of identification as per their choices during Parent Program Orientation.

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).

Students believed to be SIFE will be administered the SIFE interview questionnaire in the appropriate language. Student work will be reviewed to determine literacy and math levels. Students in grades 3-5 will be administered the LENS should they be identified as SIFE. The process will be conducted within 30 days of enrollment. Upon students reaching the Transitioning level on the NYSYSLAT, the student’s SIFE status will be removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled ELL students with an IEP from out of the country or from out-of-state will be evaluated by the schools Language Proficiency Team to determine language development. The team will consist of our school Psychologist Ms. Madelaine de la Cruz, Special Education teacher Anita Lampon, ESL teacher Madelyn Vargas and Assistant Principal Grissell Garcia. If the LPT recommends the student should not take the NYSITELL the recommendation is sent to the Principal for review. The Principal then determines the student should not take the NYSITELL. The Principal sends her determination to the Superintendent or designee and the parent is notified within three days in preferred language. Upon review the Superintendent or deignee determines the student should not take the NYSITELL language designation is terminated.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure parents of entitled and non-entitled students receive notification letters within 5 days of administering the NYSITILL, letters are sent home in the student's Parent/School communication folder in the parents preferred language. The letters are sent home by the ENL teachers Madelyn Vargas, Mildred Perez and Minerva Ortiz within five days after language designation. Included with the letter is the "Right to Appeal" re-identification notification which can be conducted within 45 days. Copies of the entitlement/non-entitlement notification letters are kept in the students' cumulative record. In addition, copies are also kept on file at the school in room 313.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Parents are informed in writing that they have a right to appeal ELL status within 45 days of enrollment when they are provided the Entitlement notification letters as well as during Parent Orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Structures in place to ensure parents understand all three program choices available are as follows: Upon registration beginning in May, parents of potential ELL students, are provided with a verbal explanation of the language programs available in their native language by a licensed ENL teachers, Ms. Perez, Ms. Vargas and Ms. Ortiz. Parents are also provided with reading material about the programs (NLA, Bilingual or Dual Language) in their native language. Parents are provided with WEB links they can access for information about the programs and/or the parents are shown the DOE program selection DVD. Parents are informed if they do not return the program selection form within 5 school calendar days the default program is Bilingual Education. In addition, parent ELL orientations/informational meetings are provided three times during the year in June for potential new admit students, in August for new registrants and in October. Parents of ELL students meet again in March for a NYSESLAT orientation. Translated notification flyers are sent home to all parents of ELL students informing them of the orientations. In addition, our school's automated phone messaging system informs parents in English and Spanish about up-coming orientations.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure parents return the program selection forms, parents are encouraged to complete the form during the time of registration after they have had the opportunity to participate in the Parent Orientation meeting. Parents are informed if they do not complete the Parent Survey and Program Selection forms, the default program for ELLs is Bilingual Education. If parents do not complete the form at the time of registration, the parent's information is taken and outreach is conducted by one of the NLA teachers Ms. Ortiz and/or the Parent Coordinator Ms. Jansen for additional parental support. Parents selecting a Bilingual program will be informed that a Bilingual program is available when 15 or more students in a contiguous grade speak the same home language. Parent program selections are monitored on the ELPC screen in addition to the documentation form kept on file in Ms. Garcia's (A.P.) office and the original is placed in the students cumulative folder.

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

Parent program selection forms are usually collected at the time of registration. Parent Surveys and Program Selection forms not returned are monitored by the specific NLA teacher for the student. NLA teachers and Assistant Principal periodically review all documentation to ensure students and families arriving throughout the year have participated in the required process. A written reminder as well as phone contact is made to ensure return of documents. Parents are also provided different options during the school day when they can visit the school for assistance in completing the forms. Forms are provided in the native language of the parent. The original forms are kept in the students cumulative folders. Copies of the forms are kept on file in room 313 by Ms. Garcia.

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

The school ensures parent notification letters are distributed by ensuring notification letters in the parents preferred language are placed in the student's Parent/School Communication Folder no later than 5 days after language designation. Copies of the letters are kept on file in room 313.

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

In an effort to maintain accurate student records, original HLIS, non-entitlement and entitlement forms/letters are kept in the students cumulative records. Copies of these documents are kept in a binder and on file in room 313 by Ms. Garcia. Parents as well as school Administrators, related service providers and ENL teachers have access to the files.

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.

Steps taken to ensure all eligible students are administered the NYSESLAT include: identifying all newly admitted ELL students as well as students who continue to be entitled to take the Spring NYSESLAT through ATS documents such as the RLAT, RELC, RNMR, and RELC. In addition, documents created by the ENL and classroom teachers are reviewed to account for any discrepancies in ATS enrolled students. All ATS documents are periodically reviewed for accuracy. Pupil Accounting Secretaries also inform Administrative personnel

when a potential ELL student is registered based on the HLIS. All four components of the NYSESLAT are administered as follows: Three dates are selected within the test administration window. One day for the Listening, another for Reading and another for Writing. The Speaking portion of the NYSESLAT is administered individually during the window provided by the SED. Letters are sent home to parents indicating test dates. Appropriate personnel is trained in the administration of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. To ensure Continued Entitlement and Transitional Support letters are distributed to parents the procedure is as follows: Parents are provided with the results of the NYSESLAT exam as indicated on the AMAO in the fall together with the Continued Entitlement letter/ Transitional support letter based on the student's scores. This information is provided for the parents during a parent meeting. Parents who do not attend the meeting receive the information in the students Home/School Communication Folder. The ENL teachers Ms. Ortiz, Ms. Vargas and Ms. Perez distribute the letters to the students. The NLA teachers include continued entitlement students are supported for two years.
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).

Year	# of new admit ELL students	NLA	BIL	DL
2015-16	44 to date	43	1	0
2014-15	40	37	1	2
2013-14	37	31	5	1

The program model in our school is aligned with parent choice.

## 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.

ENL instruction is delivered through heterogeneous and homogeneous grouping. The instructional units are as follows:

\*Entering: 2 units a week which totals 360 minutes. 1 unit which totals 180 minutes stand alone. 1 unit totaling 180 minutes integrated ENL.

\*Emerging: 2 units a week which totals 360 minutes. 90 minutes stand alone ENL. 1 unit totaling 180 minutes integrated ENL/ELA. 90 minutes flexibility (ELA/NLA).

\*Transitioning: 1 unit a week which totals 180 minutes. 90 minutes of integrated ENL/ELA. 90 minutes flexibility (ELA/NLA) units.

\*Expanding: 1 unit a week which totals 180 minutes. 180 minutes integrated ENL/ELA only.

\*Commanding: 90 minutes flexibility (ELA/NLA) .

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
- The school uses the NYSITELL and the NYSESLAT scores in order to provide the appropriate number of minutes according to the specific english proficiency levels for each student.
1. Entering: 360 min. per per week: 180 min. stand alone and 180 min. integrated ENL/ELA.
  2. Emerging: 360 min. per week: 90 min. stand alone and 180 min integrated ENL/ELA and 90 min. flexibility.
  3. Transitioning: 180 min. per week: 90 min. integrated ENL/ELA. 90 min. flexibility.
  4. Expanding: 180 min. per week: 4 periods integrated ENL/ELA or other content area.
  5. Commanding: 90 min. per week: 2 periods flexibility ENL/ELA or other contnt area
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 our ENL program model content is delivered through ESL self-contained and ENL co-teaching. In these classes students are grouped:
- \*Homogeneous grade, heterogeneous proficiency self-contained classes.
  - \*Homogeneous grade, co-teach with heterogeneous proficiency levels.
  - \*Heterogeneous co-teach stand alone.
- Methodologies used include but are not limited to:
- \*TPR, realia, small group instruction, peer assessment, discussions, turn and talk, vocabulary development, student partnerships, technology, the arts, leveled literacyintervention and language scaffolding.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- We ensure all four modalities of English acquisition are evaluated through the use of various assessments:
- \*NYSITELL (once)
  - \*NYSESLAT (Yearly until Commanding)
  - \*Spanish Lab (Once)
  - \*Fountas and Pinell (Four times a year).
  - \* formal assessments such as ELL Interims assessments (Fall and Spring)
  - \* Teacher generated exams (Weekly).
  - \* Literacy Portfolio assessments (Ongoing)
  - \* checklists and rubric for reading and writing. (Daily)
  - \* Running records. (Periodically)
  - \* Questioning and Discussions during teacher literacy conferences (Daily).
  - \* Comprehension exit slips. (Daily)
  - \*Guided Reading (Daily).
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
- Upon registration to the school, the pupil accounting secretary will identify a SIFE student within 30 days of enrollment and alert the Principal who will make a proper class determination. The student will be placed in the appropriate class and his/her skills will be assessed. The school will provide academic intervention services, counseling, one-to-one tutoring and family support. Student and family will also be provided with access to appropriate outside agencies as needed. In addition, NLA services will be provided.
- B. Newcomer: Newcomer ELL students will be provided with the mandated language instructional support. Newcomers will also be provided with opportunities to discuss, observe and become familiar with their new environment, both in school and in the community by working with our Guidance Counselor Ms. Rincon in the "Newcomer Club.". Instructional materials will be culturally sensitive. Newcomers will recognize the value of the various cultures in content-based materials used for instruction. Families of Newcomers will be encouraged to enter the school community and share their knowledge and culture with students and staff. The Parent Coordinator, Ms. Sabina Jansen, will support families of Newcomers by assisnting with outreach support

groups and support organizations. Parents of Newcomers will be encouraged to visit and join our Parents' Association where they will become familiar with the workings and expectations of the school. The Parents' Association provides a safe haven for families unfamiliar with their new environment, and surroundings. In addition, After School and Saturday academic support will be provided in addition to NLA services.

C. Developing: Developing ELL students are supported through intensive Academic Intervention during small group instruction. In addition, Developing ELLs are provided the opportunity to attend the Saturday and After School ELL Academy to support ELL students with linguistic and academic support. Developing ELL students also receive additional test prep support to help them achieve gains on the NYSESLAT.

D. Long-term ELLs: Long term ELL students receive AIS services throughout the week in small groups to develop their writing and comprehension skills. Long Term ELL students also participate in our After School and Saturday Program.

E. Former ELLs after two years exiting ELL status: Our former ELL students continued to be serviced by our ENL teacher during their Flexibility units.

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.
- If the school receives a written request to begin the re-identification process by parent or guardian, the school then reviews previous language documents. The school reviews the student work in English as well as home language. We may administer the NYSITELL to the student if the original document indicated the student should not be administered the NYSITELL. NYSITELL cannot be administered twice. The school consults the parent and reviews the results of the school based assessments administered by ENL teacher Madeyn Vargas. If the student is an IEP student, then we consult with the LPT. Based on the recommendation of the ENL staff, the school Principal determines whether or not to change the ELL status. Written notification will be sent to parent of the decision in the preferred language of the parent. If parent signs the recommendation, a final approval must be completed by the Superintendent. Written documentation from the Superintendent is sent to the Principal and the parent (in the preferred language) within 10 school days. All documentation will be kept in the students cumulative record card.
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?
- Special needs ELL students will use technology to support instructional goals. This includes but is not limited to the use of SMART boards and math computer programs. In addition our Inquiry work will continue to focus on ELLs including ELLs with IEPs. ELL students with special need will participate in After-School programs. The Instructional Support team continuously meets to discuss social and emotional behaviors as well as academic support plans for ELL students with special needs.
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?
- Our ELL-SWD students in Self-Contained and Co-Teach classes work with ENL teachers who utilize the same instructional maps as the general education teachers together with ENL strategies. Classes with ELL-SWD follow the same Flow of the Day as their General education peers. ENL teachers use content based materials using ENL methodologies to ensure all students are exposed to Common Core Curriculum. ENL teachers also have access to students' IEP goals to ensure the success of our ELLs-SWD. In addition, our ELL-SWDs have access to all our programming specials such as library, dance, music, conflict resolution, math support, science lab for k-2 and 3-5 students. ALL ENL teachers have access to ELL-SWD IEP's. In addition all ENL teachers have been trained in SESIS. All classrooms are equipped with SMART boards of which ENL teachers have access as they co-teach. In addition, ELL students have iPads available to them throughout the day. Technology programs available for ELL students are: MY ON,

Chart

iready

and ST Math. ELL students also are programed for the Technology Lab on a cyclical bases. ENL teacher's schedules reflect the mandated minutes as per Part 154 based on language levels as determined by the NYSITELL/NYSESLAT.

### 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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

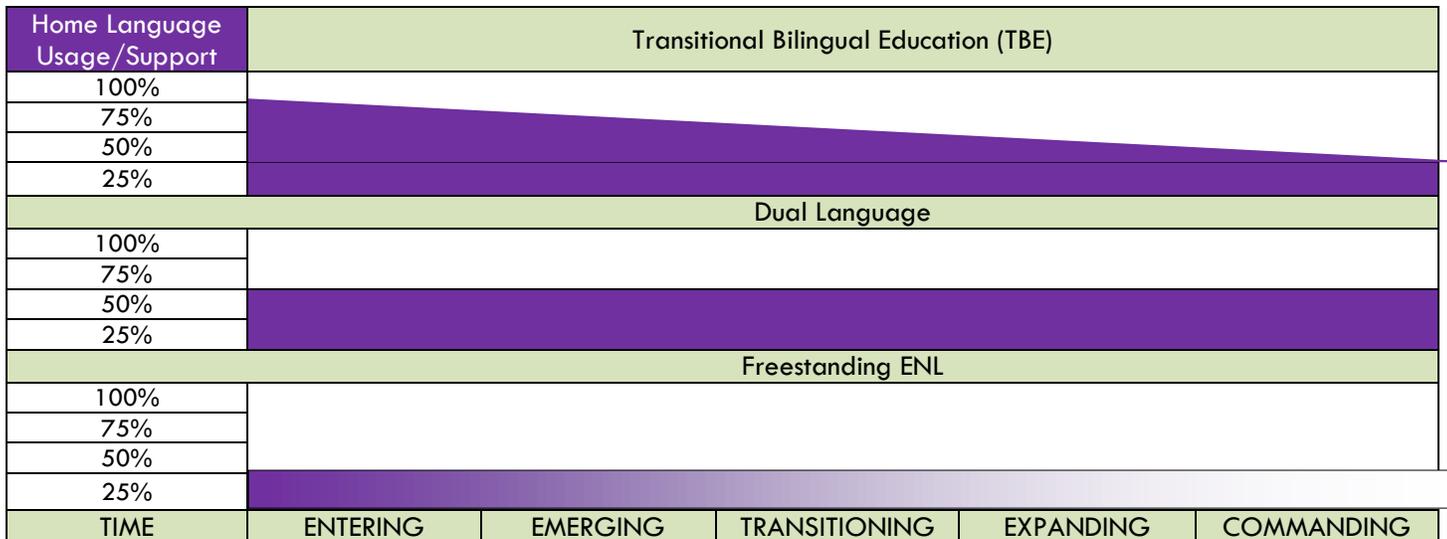


\*Note: “other approved services” does not apply to New York City at this time.

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. Targeted interventions for ELLs in grades K-5 includes Reading Recovery, Ready Gen Intervention Program, Saturday ELL Academy, After-School Intervention Program, Morning Small group Intervention Program and cluster teacher Academic One-To-One Intervention Support. In addition, students participate in an After-School intervention program for grades 1 and 2, "Let's Sing About Books", oral language, reading and writing Program as well as in the Foundations Intervention Program. Targeted intervention for math are the iReady program and ST Math, Go Math and Exemplars. Targeted intervention for science includes FOSS, Science Labs with science teachers for grades k-2 and 3-5. Targeted intervention for Social studies are grade curriculum calendars and social studies trade books.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The schools AMAO reflects we met our language targets for the last 3 years. The NYSESLAT indicates ELL students are moving steadily in all modalities. Over the last 3 years, students reaching Commanding has increased. In the content area, students have been successful in participating in Project Based learning, classroom science and social studies portfolios and journals, teacher made tests and science lab activities.
12. What new programs or improvements will be considered for the upcoming school year?  
classroom improvements for the upcoming year include clustering our ELL students in specific classes to ensure Part 154 mandates are met through NLA and General and Special education Co-teaching.
13. What programs/services for ELLs will be discontinued and why?  
No programs or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All classes including class containing ELL students are afforded equal opportunity to participate in all school programs through prep scheduling rotations. Supplemental services during After-School and Saturday programs include Literacy and math support in addition to NYSESLAT test prep.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The instructional materials used are ReadyGen in literacy which includes differentiation for ELL students, as well content based trade books. Our math instructional materials include GO Math with ELL student interventions. Math technology support includes iReady and ST Math. In addition ELL students have access to Leveled Literacy Intervention, Wilson Foundations and Exemplars.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In our school's ENL program we support students with the Home Language when helping Newcomer students transition to their new academic environment. The Home Language is used to support Newcomer students in the understanding of Essential Ideas. Students can use the Home Language in literacy and math to show his/her understanding of concepts as well as to demonstrate concepts they already know. The Home Language is also used in social situations to provide students with any social/emotional support required. The Home Language also supports our Entering, Emerging and Transitional students in classroom learning.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
To ensure ELL students receive all required services, all ELL documentation is reviewed for linguistic and learning needs. ATS reports such as the RLAT, RMNR, RYOS, REXH, SESIS, RADP, RCRL, ROCL and the teacher created new admit testing reports are used to identify student linguistic needs. Teacher's and support staff review the IEPs of ELLs with learning needs to ensure students receive mandated accommodations.
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).  
Prior to the beginning of the school year, we hold a parent/student meeting for new admit students where we provide information for parents, books for the new admit students in their Home Language as well as provide an opportunity for both parents and students to tour the school. For newly enrolled ELLs throughout the year the same is conducted but on a small group or one-to-one scale if necessary. Involved in these meetings are the school Principal, Assistant Principal, Parent Coordinator, School Counselor and Related Service Provider when applicable.
19. What language electives are offered to ELLs?  
N/A
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
As all teachers are teachers of language, all staff is trained by a certified Sheltered Instruction Observation Protocol (S.I.O.P.) specialist. The training sessions take place during the school day and during Saturday. The training included teacher group work as well as individual classroom visitations. In an effort to meet professional development for ELL personnel We will have six cycles throughout the year. Beginning September 2015 to June 2016 our plan in collaboration with administrators coaches and teachers includes: Analysis of TCRWP, Using Rubrics to Support Students Becoming Independent, Using Rubrics to Plan Lessons to Support all Students with ELA, Training for Cross-Content Project Learning, Unpacking the Language Progressions, Using Word Study Assessments to Plan for Gaps in Grades K-2 and Unpacking the Five Pillars of Language.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Our school supports teacher's of ELL students as they engage in the Common Core through weekly grade professional development meetings. During these meetings, our Common Core based curriculum calendar is developed and discussed. As part of ELL teacher training all ENL teachers including General Education teachers will engage in a study of the New Language Progressions in all grades. Included in the six week cycle of training is professional development on collaborative Teaching with ENL, General Education and Special Education teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
In an effort to transition ELL students to middle school our school guidance counselor Ms. Rincon meets with students and parents to discuss how to transition smoothly as well as how to apply to varying schools.
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.

Our school will continue to incorporate S.I.O.P. training throughout the school year. Record keeping includes Training agendas, teacher logs and Professional Development Calendars. In addition, ENL teacher trained in S.I.O.P. methodologies will turn-key professional development to staff at large.

### 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?

NLA teachers meet with parents of individual students to discuss academic and linguistic progress during the Tuesday parent-outreach period. In addition, ENL teachers can also meet with parents during their scheduled prep periods. Parent translation needs are supported as all of our NLA teachers both free-standing and Co-teach speak the dominant Home Language of our community (Spanish). In addition, our Language Acquisition Coordinator Janett Rincon, our Language Interpretation Policy Coordinator, ensures parents and teachers are knowledgeable about language/interpretation access. Out of 138 ELL students, a total of 4 parents speak other languages. The DOE Translation Unit offers language support for parents who's language needs cannot be met in the school. In an effort to ensure all parents of ELL students meet with NLA teachers, a "Meeting Log" which includes date, time and notes with respect to each meeting will be kept by all NLA teachers.

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.  
Response for question C#2: ENL teachers keep a log of all contacts with parents of students they service. ENL teachers meet with parents during the Tuesday Teacher/parent meetings, during their prep, before and/or after school. In addition, ENL teachers also meet with parents during the mandated Parent/Teacher conferences. Parents in attendance sign the teacher logs. The ENL teachers all speak Spanish which is the prevailing Home Language in our school. Should another language be required a qualified translator will be provided.

Response for question C#3: P.S. 310 provides a comprehensive approach to parent involvement. Parents are provided with a monthly calendar outlining the array of workshops which are tailored to support parents with personal life skills topics as well as to provide academic support for their children. Parents are encouraged to become parent volunteers. In addition, parents are invited to participate in class trips, assemblies and after-school activities. In an effort to support parents of ELL students parent activities include but are not limited to:

\*Math Workshops

\*Science Workshop.

\*NYSESLAT Orientation.

\*Newcomer Orientation.

\*Social/Emotional Child Development Workshop.

\*Saturday parent ESL classes.

\*Use of Title funds for parent meetings held multiple times a week.

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

\*Partnerships include:

\*Good Sheppard: to support parents with students requiring social/emotional support.

\*Kingsbridge Community Center: provides parents with afterschool activities academic and social.

\*Learner/Leaders Parent Volunteer program: supports parents in the process of becoming school volunteers.

\*Riverdale Mental Health Center: Supports parents seeking assistance with their child on a social/emotional level.

\*Nutrition and health Education program (Cornell University).

\*North Central Hospital.

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

We continuously evaluate our parental involvement program and make changes as needed. Our Parent Coordinator Sabina Jansen and Parent Association President Margarita Hernandez, regularly communicate with parents to determine parent needs. In addition parents are provided with surveys where they can indicate topics of interest. Parents are provided with surveys to inform the school of specific parent needs.

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

Our parental involvement activities have steadily grown in attendance as noted through parent sign-in sheets. Through parent feedback, parents have expressed their satisfaction with the activities developed to meet their specific needs. The parent Coordinator serves as a liaison between the teacher and the parent. The Parent Coordinator also arranges parent workshops to address parent needs as dictated by parent surveys as well as addressing the needs the school has based on data trends. Our school's Parent Involvement Policy reflects surveys and feedback forms from our parents/guardians. Parental involvement activities

include but are not limited to:

- \*Providing materials and training to parents to work with their children to improve academic levels for all students including English Language Learners .
- \*Provide parents with the information and training needed to become involved in the planning and decision making in support of their child's education.
- \*Provide parents with assistance in understanding City, State and Federal standards assessments.
- \*Share information with parents about school related programs, meetings as well as other activities
- .All parental involvement opportunities are delivered in a format and language sensitive to the parents needs.

#### **D. Additional Information**

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

Paste response here:

School Name: <b>Marble Hill</b>		School DBN: <b>10X310</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Cardona	Principal		10/16/15
Grissell Garcia	Assistant Principal		10/16/15
Sabina Jansen	Parent Coordinator		10/16/15
Madelyn Vargas	ENL/Bilingual Teacher		10/16/15
Margarita Hernandez	Parent		10/16/15
Crystal Ynfante	Teacher/Subject Area		10/16/15
	Teacher/Subject Area		10/16/15
Josephine Louison	Coach		10/16/15
	Coach		10/16/15
Janett Rincon	School Counselor		10/16/15
Melodie Mashel	Superintendent		10/16/15
Jose Ruiz	Borough Field Support Center Staff Member _____		
Carlos Rincon	Other <u>Related-Services</u>		
Madelaine de la Cruz	Other <u>Psychologist</u>		10/16/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X310**      School Name: **Marble Hill**  
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](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Data from parent surveys, Home Language Survey, RBOP report on ATS, and student emergency contact cards are used to assess language preferences of the parent community for written and oral communication.

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.

The preferred languages for both written and oral communication is English and Spanish.

### Part B: Creating a Communications Calendar

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

The following documents are translated and distributed to the families: Parent calendar, school letters from the Principal (Which include information about Curriculum night, parent-teacher conferences announcements, after school program information, New York State Testing Dates, and student curriculum)

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.

Two formal face-to-face meetings are held, Parent- Teacher Conferences (November and March) ,Curriculum Nights (September and April). Anticipated informal interactions: Individual Parent-Teacher Meetings/Phone Calls, Attendance Teacher phone calls/meetings, Guidance Counselor phone calls/meetings, and School Based Support Team meetings/phone calls with parents.

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

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

All memos and letters will continue to be translated by the school staff. Translated memos are distributed in a timely manner in accordance with all our school parent information. This information will be translated by school secretaries and the parent coordinator.

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.

Interpretation services will be provided by school aides, assistant principals, guidance counselors, and the school based support team.

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

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

An internal staff letter will be given to staff to inform them of how to use translation services and over-the-phone interpretation service.

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

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

### Checklist of Notification Requirements

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

1. Informational posters were placed in strategic entrance locations in areas throughout the building informing parents about translation and interpretation services.
2. Flyers are available in an information display in the schools lobby in multiple languages.
3. The school ensures all parents have access to school administrative offices regardless of language barriers.
4. When required, our district interpretation unit will assist parents who speak a language this is not English.
5. Parents are advised of available DOE websites available that support linguistic needs.

## **Part F: Monitoring and Quality Control**

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

During parent-teacher conferences parents will be asked to provide feedback on the quality and availability of services.