



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

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

**07X369**

**School Name:**

**YOUNG LEADERS ELEMENTARY SCHOOL**

**Principal:**

**JALEELAH COOKE**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Young Leaders Elementary School School Number (DBN): 07X369  
Grades Served: Pre-K through 5th Grade  
School Address: 468 E 140th St. Bronx, NY 10454  
Phone Number: 718-292-7391 Fax: 718-292-8535  
School Contact Person: Jaleelah Cooke Email Address: jcooke@schools.nyc.gov  
Principal: Jaleelah Cooke  
UFT Chapter Leader: Patrick Nau  
Parents' Association President: Arely Martinez  
SLT Chairperson: Patrick Nau  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Arely Martinez  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 07 Superintendent: Elisa Alvarez  
Superintendent's Office Address: 501 Courtlandt Ave Bronx, NY 10451  
Superintendent's Email Address: ealvarez2@schools.nyc.gov  
Phone Number: 718-741-6500 Fax: 718-742-6548

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Av Bx, NY 10462/ One Forhdam Plz Bx, NY 10458  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718) 828-7776/ (718) 741-8895 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)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*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	
	Member/	

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

### Contextual Information About Young Leaders Elementary School

#### School Community:

Young Leaders is an elementary school with 273 students from pre-kindergarten through grade five. The school population comprises 14% Black, 85% Hispanic, and 1% White students. The student body includes 47% English language learners and 18% special education students. Boys account for 50% of the students enrolled and girls account for 50%. Our school has 53 staff members including 2 administrators, 3 full-time coaches/ AIS, and 1 teacher leader. We have 18 classes which include: 4 cluster, 7 ICTs, (2) 12:1:1, and 4 bilingual classes. Embedded through the school day, students receive STEM, music, visual arts, physical education and health. Additionally, we offer: ESL, OT, PT, Speech, Counseling and/ or SETSS, for our student's in-need of specialized supports and interventions.

#### Young Leaders Elementary School's Mission:

The academic and social success of every students at Young Leaders Elementary School will be achieved with:

- A Rigorous, Engaging Curriculum that combines academics with art, performance, and community service.
- Leadership Development of every student through a leadership curriculum and opportunities in the school and community
- Partnerships among students, parents/guardians, and teachers and consistent collaboration among school faculty.

#### Strategic Collaborations/ Partnerships/ Special Initiatives:

We have several partners and structures designed to build the capacity of our staff by developing curriculum, content knowledge, and pedagogical practices.

- Columbia Teacher's College Reading and Writing Project
- Metamorphosis Learning Communities
- Grade Team 90 minute common planning
- 100 Minutes Professional Development (Marvelous Monday)
- Curriculum 21st Century- Dr. Heidi Heyes Jacobs
- GoldMansour & Rutherford
- Positive Learning Collaborative (Formally IUB)

- JDL Horizon (for STEM development)

Outside the classroom, YLE has strived to engage our students through various enrichments, student supports, and after-school activities designed to help them develop essential life skills in fun and creative ways. We have a rich history in the Bronx community and have partnered with numerous local organizations to nurture our students into well-rounded individuals.

- United Way/ READ NYC
- Education Through Music
- Studio in a School Residency Program
- Roads to Success Afterschool ( Grades K-2)
- Aspira Afterschool (Grades 3-5)
- Satellite Mental Health Clinic offered by Visiting Nurse Services

#### Student Population

Young Leaders Elementary serves a student population which is 99% eligible for free or reduced lunch. Furthermore, of our 273 students, 47% are English language learners (ELL) and 18% of students have an Individual Education Plan (IEP). With so many of our students in need of additional academic supports, we provide significant academic interventions through AIS and extending beyond the regular school day. PS 369 works with several partners to enrich our math, reading, writing, listening, and speaking curriculum through robust afterschool programming for our students.

#### Progress/ Areas of Focus

Progress: As per our most recent Quality Review (2015), our celebration area is Quality Indicator 4.2- Teacher teams and Leadership Development. This indicator aligns to the collaborative teacher element within the Framework for Great School. The QR findings state that our... “Structured professional collaboration provide the majority of teachers with opportunities to strengthen their instructional practices as they engage in inquiry and analysis of student work through the support of their coaches”. Our vertical and horizontal planning team meetings give teachers the opportunity to analyze student work using the inquiry process as they make instructional decisions around students learning. All teachers engage in meaningful action research through quarterly coaching cycles and teacher-led study groups. These structures support teachers to engage in in-depth conversations using professional literature. As a result of our PLCs, teachers receive support and feedback from their colleagues as they implement research-based practices that are aligned to our instructional focus and school-wide goals.

#### Area of Focus:

According to the feedback provided, “...there is still a lack of coherence in the delivery of rigorous instruction leading to uneven cognitive engagement of students from classroom to classroom”. Our superintendent identified Quality Indicator 1.2- Pedagogy, as our area of focus, which aligns to rigorous instruction in the Framework for Great Schools. Superintendent Torres found pockets of high-leveled instructional practices that challenge students to think, substantiate their claims and problem solve and as a result some students demonstrate cognitive engagement and higher order thinking in their work products.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
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.	D
<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>Through our professional development work and partnerships with Teachers College, Metamorphosis and Curriculum Mapping 21st Century, we are continuing to work on promoting higher-order thinking skills and conceptual understanding through our collaborative planning a reflective instruction. Our teachers work on small teams to go deeper into our Reading and Writing Project curriculum as well as our Go Math curriculum. With the support of staff developers and are in-house coaches, the teachers modify and revise the various curriculums to meet the needs of the specific learners in their classrooms. A priority need is modifying our curriculum so that all students have an entry point while keeping the expectations high and the texts at grade level.</p> <p>Our teachers administer pre and post assessments in their literacy and mathematics curriculum and both the teachers and often the students, reflect on their progress utilizing checklists, rubrics and peer feedback. And while teachers are utilizing more formative assessments, such as exit tickets and other checks for understanding, a priority need for the upcoming school year will be to use student data in a timelier manner to inform instruction.</p> <p>In regards to our integration of the arts and technology in our curriculum, our students work with an organization, Education Through Music which promotes music appreciation through choir and instruments. Our partnerships with Marquis Studios offers our students Oral Storytelling while Harlem Schools of the Arts enables our students to develop their passion for percussion. JDL Horizons supports our teachers in developing their own technological capacity through</p>		

training them how to use, for example, their SmartBoards, MyON and Dreambox. An area of need is to align these artistic and technological experiences to the curriculum in the classrooms so the students are exposed to the same concepts in a multitude of ways.

Teachers utilize pre and post assessments in reading, writing, and math in group discussions. Teachers set goals for their students based off of these various assessments and are becoming more attuned to the content and why students may be struggling in the ways they are. For example, in reading, teachers have strengthened their understanding of specific characteristics at each reading level so they are better able to communicate with their students what specifically they need to work on in order to progress. An area for growth is to have the students be more active participants in their goal-setting, creation of action plans and reflection. In order for students to develop, they must take ownership of learning.

As our teachers continue to develop their practice and content understanding, most of our students are not yet performing at grade level in reading or math. As per our March TC Running Record data, only 10% of our third graders were reading at grade level. On our 2013-2014 State ELA data, only 3% of our fourth and fifth grade students met the grade level criteria. On the 2013- 2014 NYS math exam, 10% of our fourth and fifth graders reached proficiency level. Rigorous, CCLS aligned curriculum that is integrated with the arts and incorporates routine formative and summative assessments, student-goal setting and reflection, will greatly support our teachers and students in making progress.

**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.

By June 2016, student assessment will show an increase of at least 5% of students performing at Level 3s and 4s as per the NYS ELA Exam 2015-2016 and NYS Math Exam.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Summer Enrichment Program in ELA and Math- both academic interventions and enrichment activities will be offered in small groups to support students through their navigation of more rigorous texts, math word problems</p>	<p>50 rising third and fourth grade students</p>	<p>July 6th- August 6th</p>	<p>*Literacy and Math coach *Principal</p>

and general “thinking” stamina in preparation for the NYS state exams.			*9 Teachers, one per about 12 students  *7 Paraprofessionals
Afterschool Programming- Our afterschool programming will include exposure to the arts, such as percussion and oral storytelling, as well as utilizing many of the software programs that support our students, such as Dreambox and MyON. Our afterschool programming also incorporates targeted math classes that support students in developing their math fluency.	125 students, grades 2-5	October-June	*Instructional Coordinator that acts as the liaison between the Aspira program and the school*
Saturday Programming- Saturday Academy meets from 8:30-12:30 every Saturday where students received 90 minutes of ELA instruction and 90 minutes of math instruction. Targeted skills are introduced and practiced based on diagnostic assessments given at the start of the program.	75 students, grades 2-5	October-April	*Instructional coach to plan the curriculum, support teachers and track the data while maintaining attendance
Intervention Block- Students will participate in a targeted literacy or math intervention small group on a daily basis. Utilizing various assessment tools, students will be group by highest area of needs and able to move around when sufficient progress has been made.  Monthly Data Conversations- Teachers will meet with a coach or administer on a monthly basis to discuss the student data they selected throughout the year to track and analyze.  (Common) Planning and mapping with staff developers and coaches- teachers meet on a weekly basis in vertical teams to better align the instruction and the content throughout specific threads between the grades.  Parent workshops- Our teachers and our parent coordinator work in conjunction to plan and carry-out workshops for families so that they are better able to support the students at home. Teachers support families in learning math games, questions to ask during reading and so on.	120 students, grades 3-5  Teachers  Teachers and Families	September-June	Classroom teachers  *Coaches to coordinate assessments and organize students  *Paraprofessionals to lead small groups as well  *Coaches  *Administrators  *Teachers  *Staff developers from Teachers College  *Parent Coordinator  *Community Advocate

**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.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>

	<b>Title I 1003(a)</b>		<b>Title III</b>	X	<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.

Evaluate student progress through quarterly running records, CCLS aligned performance tasks and pre and post assessments based on the units of study. Teachers will also use the data from iReady, Dreambox and myON in the progress monitoring of their students. In January we will compare our performance task data to the data reported from the 2014-2015 state test and our September baseline data to assess from progress and make adjustments in current areas of support.

**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.	D
<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>Young Leaders Elementary School (YLE) established a partnership with Positive Learning Collaborative (PLC) to foster a positive learning environment for the school community. PLC's model provides support through a holistic approach where every adult in the school is prepared with the skills and tools they need to guide the successful development and learning of all children. PLC provides the school with both extensive training (detailed below) and the development of an individual action plan based on an assessment of the school's needs and priorities. They support the implementation of Positive Behavior Interventions and Support and provide direct consultation for faculty and administration.</p> <p>The foundation of the work with PLC is the implementation of Cornell’s 4-day certification course, Therapeutic Crisis Intervention in Schools. This curriculum is designed to teach educators how to help students learn constructive and adaptive ways to deal with feelings such as frustration, failure, anger, rejection, hurt and depression. TCIS also prepares educators to effectively respond to challenging student behavior.</p> <p>PLC and YLE believe that change can only truly occur when the entire school community shares a common language around behavior, thus creating internal systems that support the adults as they are teaching and students as they are learning. All school community members (administrators, teachers, paraprofessionals, school aides, etc.) complete TCIS training over a period of time.</p> <p>Training with PLC is only the beginning. PLC provides in classroom support to assist in the implementation of TCIS, PBIS and SEL skills. Based on the PBIS systemic framework, YLE uses positive reinforcement to prevent challenging student</p>		

behavior and promote a positive school climate. At YLE, Social Emotional Learning is embedded in the ELA curriculum during Community Circle time daily to enhance student emotional competence.

YLE has used PLC's in-depth staff survey to measure and analyze school climate twice during the course of the academic year. We have collaborated with PLC to develop a faculty driven action plan that address areas of need identified in the staff survey results. This process facilitates the opportunity for faculty to participate in the school's decision making process. According to our Spring 2015 PLC, YLE has developed a significant amount of celebration areas. 80% of teachers and paraprofessionals have trust for the school leadership, while 71% believe that school wide discipline policies are consistently applied. The survey reveals that the school still has improvements to make in student-adult interactions. 70% of staff feel disruptive behavior remains a concern.

The action plan includes the development of a uniform anecdotal system that helps staff look at patterns of behaviors in order to prevent crises. The data is entered into School-wide Information Systems which is a confidential web-based information system to collect and summarize student behavior data for decision making purposes. The system allows the school to analyze both individual student behavior and challenges/success in school wide systems.

**Part 2 – Annual Goal**

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

By June 2016, we will encourage the school-wide use of specific social-emotional strategies and supports to ensure a safe, inclusive learning environment that reflects safe, respectful, and responsible behavior by students; and overall positive school climate as measured by 25% decrease in negative behaviors classified major as per SWIS referral form data

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and expanding their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Implementation of PBIS:  Maintain a safe and positive school environment</p>	<p>All staff/ All students</p>	<p>Sept-June</p>	<p>PBIS core team  Positive Learning Collaborative  Administration</p>

<ul style="list-style-type: none"> <li>● Expand the PBIS team by increasing have more involvement from a variety of staff members</li> <li>● Use a school-wide electronic DOJO point system to reinforce students encourage positive behavior. These points can be redeemed at the school store for gift certificates good for admission into PBIS events, free laptop time, ice cream socials, etc...</li> <li>● Use SWIS data with to support teachers and paraprofessionals in creating individualized behavior plans for Tier 2/Tier 3 students</li> <li>● Weekly school-wide assemblies to celebrate student star leaders and the monthly PBIS theme</li> <li>● PBIS book of the month will be used to facilitate conversation around the bi-monthly PBIS theme during community circle</li> </ul>			
<p>Alignment of Extracurricular Activities/Proactive Strategies to Behavior Plans:</p> <p>Provide students non-tangible incentives to promote positive behavior</p> <ul style="list-style-type: none"> <li>● Check-ins/ Check-outs will occur with tier2/ tier 3 students before and after school to review students' behavior plans and discuss how to maintain successful days</li> <li>● Participation on sport teams and extracurricular activities will be designed into student's' behavior plan.</li> <li>● The behavior team/ PBIS team will develop a system to progress monitor behavior plans to support teachers in the creation of data-driven strategies.</li> </ul> <p>Therapeutic crisis intervention training will be offered to increase staff's social-emotional competence and increase staff's knowledge on effective prevention and de-escalation strategies.</p>	Tier 2/ Tier 3 students	September- June	Administration Volunteer staff Parent volunteers School aide
<p>Consistent Use of School-wide Discipline Policy:</p> <p>Align school-wide discipline policy with best practices and communication to staff</p> <ul style="list-style-type: none"> <li>● SAS staff survey to be completed by staff 2-3 times a year.</li> <li>● Use PBIS, SWIS, and OORS data to progress monitor behavior interventions and inform decision-making</li> </ul>	All Staff	October - June	PBIS core team Administration Intervention Team

<p>● The PBIS Team will report out behavior data and impact of student incentives through the distribution of a weekly PBIS newsletter to increase staff's support in implementation</p> <p>The responsibility room will be used with student's in-need of a consequence. PLC will support YLE in designing a protocol with (TCIS trained) responsibility room staff. Staff will use a protocol with students in the responsibility room to help students reflect on their behavior. While in the room, students will complete a reflection sheet and will discuss how to make better choices moving forward.</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>By February, there will be a 10% decrease in the number of student disciplinary referrals.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		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><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.	D
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).	D
<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>At the start of the 2014-2015 school year, we had 14 new teachers join our staff. Over half of those teachers were in their first year of teaching and currently 80% of our teachers are untenured. With this new staff, we have varying needs which require a structured approach to professional development and learning to ensure they are deeply supported in their early teacher development. At the same time, our teachers who have more experience in the classroom, necessitate professional development that lifts their level of teaching and deepens their content knowledge. Therefore the support we provide needs to have multiple entry points, differentiated and provides teachers with choice.</p> <p>According to the survey conducted by our partner, the Positive Learning Collaborative (formerly the Institute for Understanding Behavior), 32% of our teachers responded at a Level 3 when asked to respond to this statement: “The vast majority of staff members feel valued and listened to”. Although 68% of teachers responded positively with a Level (39%) and a Level 5 (29%), it is paramount for our all of our teachers to feel that their thoughts, opinions and concerns hold value. Under the belief, “The answer is in the room”, we must ensure our teachers are psychologically safe.</p> <p>At YLE we work with Heidi Hayes Jacobs and her organization, Curriculum Mapping 21st Century to develop and refine curriculum maps. In order to meet the needs of the wide array of student learners in the classroom, and in order for the teachers to feel autonomous, our teachers work together with our coaches and our staff developers modify the written curriculum by supplementing with other curricular resources, ideas developed at PD and through reflecting on the challenges and successes while teaching specific units. Teachers work together in grade teams and/or in vertical teams to create these maps while also being strategic in ensuring that students are being exposed to meaningful concepts, content and strategies in specific grades so they are ready for the next year. An area for need for our school is to ensure</p>		

that all daily plans are directly linked back to the essential question addressed in the curriculum maps. We will continue to work towards creating the curriculum maps, which will act as our blueprint, for all subjects in all classrooms.

As we develop our curriculum maps and plan for professional development, it is imperative that all school leaders and teachers become more knowledgeable in working with our ELL children. In the 2014-2015 school year, we had five children that were new arrivals, and two of those students spoke an African dialect which made communication that much more complicated. This challenge has made it much more apparent that as a school, we need to grow in our understanding of how to best support our ELL students in order to develop their language, their confidence and their engagement in the classroom. Through the use of study groups, staff developers, book studies and strategic coaching, our school will work towards developing ourselves to be able to provide entry points into the curriculum for all students.

As per our 2014-2015 Quality Review, YLE is still developing their practice in 2.2, Aligning assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Our instructional focus for the upcoming year is: Teachers will intentionally craft and pose questions in the following meaningful ways: to assess learning, to push thinking, to promote discussion and to check for understanding. With this focus, we are placing emphasis on both teachers and, in turn students, to utilize their questions for a major source of assessment. Teachers will need to adjust their instruction based on these questions and other formative data to ensure that the student learning outcomes match.

### **Part 2 – Annual Goal**

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

By June of 2016, 100% of classroom teachers will have the opportunity to participate and/or facilitate in an inquiry team where best practices are shared based on data which will improve student engagement and achievement as evidenced by team meeting minutes and student progress in the aligned areas.

### **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>Common Planning, both by grade teams and vertical:</p> <p><i>Teams of teachers and coaches will meet weekly for 90 minutes</i></p> <ul style="list-style-type: none"> <li>• Teachers will meet in grade teams and vertically, grades 1-2 and 3-5 within their department once a week for 90 minutes</li> <li>• Out of classroom teachers will choose a team to work with and modify their schedule accordingly</li> <li>• Teachers will meet with staff developers from Teachers College, Metamorphosis, GoldMansour and their in-house coaches to develop curriculum maps, plan for upcoming units and to share strategies and resources with their team</li> <li>• Teachers will share the responsibility of facilitating these meetings on a monthly basis. These responsibilities will include creating agendas, assigning roles and developing the content</li> </ul>	<p>All teachers, both in classroom and out of classroom teachers</p>	<p>September to June</p>	<p>*Coaches *Teachers *Administrative Staff</p>
<p>Study Groups: Research and Reading</p> <p><i>Study groups include paraprofessionals and teachers</i></p>	<p>Teachers and paraprofessionals</p>	<p>October - May</p>	<p>*Paraprofessionals *Teachers, *Coaches *Administrators</p>

<ul style="list-style-type: none"> <li>• Teachers, paraprofessionals and coaches will work together on Mondays in self-selected study groups to develop specific areas of need</li> <li>• They will deepen their knowledge base around a common topic may engage in collaborative research on a specific topic</li> </ul> <p>There will be time for teachers to try and reflect on new practices</p>			
<p>Lesson Studies:</p> <p><i>Based on the Japanese model of collaborative planning</i></p> <ul style="list-style-type: none"> <li>• Group members first identify a common goal or element of teaching practice they wish to study</li> <li>• They create a detailed lesson plan and take turns implementing it, while the other team members observe</li> <li>• Structured, in depth debriefs of the observations lead to revising the lesson plan and integrating new learning into future lesson plans</li> </ul>	Teachers and coaches	October-May	<ul style="list-style-type: none"> <li>*Paraprofessionals</li> <li>*Teachers, *Coaches</li> <li>*Administrators</li> </ul>
<p>Problem of Practice:</p> <p><i>A group of teachers who are experiencing similar challenges in their teaching come together with a mutual problem</i></p> <ul style="list-style-type: none"> <li>• Teachers will commit to create a plan of action</li> <li>• The team builds in time to observe one another, give feedback and reflect on classroom experience</li> <li>• Team will examine student work and refine instruction based on learning</li> </ul> <p>Data Based Inquiry:</p> <ul style="list-style-type: none"> <li>• Teachers analyze a set of data in order to develop an action plan</li> </ul>	<p>Teachers</p> <p>Teachers, coaches and administrators</p>	October-May	<ul style="list-style-type: none"> <li>*Teachers, *Coaches</li> <li>*Administrators</li> <li>*Paraprofessionals</li> <li>*Teachers, *Coaches</li> <li>*Administrators</li> </ul>

<ul style="list-style-type: none"> <li>• The inquiry begins with a data dive to describe what the data says</li> <li>• Next, teachers seek to understand the possible causes behind the results in order to design actions that address root causes</li> <li>• Then teachers identify short-term goals and how they will measure progress towards those goals</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.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<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 the end of January of 2016, 40% of classroom teachers will have the opportunity to participate and/or facilitate in an inquiry team where best practices are shared based on data which will improve student engagement and achievement as evidenced by team meeting minutes and student progress in the aligned areas.</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>
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**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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</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 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	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.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	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 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>To improve pedagogical practices school-wide, Young Leaders Elementary School believes in offering a range of high-quality professional development opportunities. We design our professional development to provide teachers opportunities to collectively work together to develop a shared understanding of effective and highly effective teacher practice (such as: learning walks, coaching cycles, classroom inter-visitations, and study groups). Through these practices, teachers engage in meaningful conversation to norm expectations, and identify actionable next steps needed to meet individual and school-wide goals. At YLE, our instructional leaders work collaboratively with consultants and staff developers to ensure that all teachers have numerous opportunities to professional support through resources inside and outside of our building.</p> <p>Our priority need is to ensure that there are consistent, rigorous practices across all classrooms. As per our Quality Review, "...there is still a lack of coherence in the delivery of rigorous instruction leading to uneven cognitive engagement of students from classroom to classroom". As our teachers continue to collaborate and share best practices that lead to positive student outcome, Instructional leaders will provide clear expectations through high leverage feedback using the Danielson Framework for Teaching.</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.

By June 2016, each teacher will participate in at least 2 capacity-building, professional learning cycles. School building leaders will measure the impact of the professional learning opportunities by using the Danielson Framework and Advance, to create a school-wide professional development plan, evaluate individual teacher growth, and to provide meaningful actionable next steps. The effectiveness of the professional learning opportunities will be determined by a 20% increase of effective ratings in the instructional domain within Advance.

**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><b>Learning Walks</b></p> <p>Participants will use the Danielson Framework as a tool to capture low-inference observations, engage in meaningful conversations, to norm finding, identify school-wide trends, and identify actionable next steps needed to meet school-wide goals.</p>	<p>All Staff</p>	<p>Oct- May</p>	<p>Administrators  Coaches  Lead Teachers</p>
<p><b>Coaching Cycles</b></p> <p>Based on pedagogical needs uncovered through frequent observations by administration and the instructional focus, coaches will design 6-8 week coaching with targeted pedagogical goals.</p>	<p>Teachers in-need of support developing effective practices</p>	<p>Sept - May</p>	<p>Coaches</p>
<p><b>Development of Teacher Leaders</b></p> <p><i>Participation in the NYCDOE Teacher Leadership Program (TLP)</i></p> <p><i>Participation in the READ NYC Teacher Leader PLC</i></p> <ul style="list-style-type: none"> <li>• To build the leadership capacity of teachers who demonstrate promise, the principal will recommend and support teachers’ participation in</li> </ul>	<p>6 teachers</p>	<p>Sept-June</p>	<p>Lead Teachers  Administrator</p>

<p>one of the two leadership development opportunities</p> <ul style="list-style-type: none"> <li>• Teacher Leaders will be given an increase opportunity to lead professional developments, facilitate team meetings, and contribute increased input toward instructional decisions</li> </ul>			
<p><b>Tracking of Advance Data</b></p> <ul style="list-style-type: none"> <li>• Administrators will share patterns and trends observed through Advance quarterly in instructional team cabinet meetings to determine coaching cycles, inter-visitations, and various professional development.</li> </ul> <p><b>New Teacher Mentoring</b></p> <ul style="list-style-type: none"> <li>• Teachers identified as having effective teaching practices and demonstrate leadership capacity, will be offered opportunities to provide mentoring to newly hired teachers.</li> <li>• Mentees will have an opportunity to participate in a minimum of 3 inter-visitations to observe their mentor’s practice.</li> </ul> <p><b>Instructional Cabinet</b></p> <ul style="list-style-type: none"> <li>• Weekly, coaches and administrators will meet to evaluate our progress toward school-wide goals and plan next steps needed in strengthen our instructional core.</li> <li>• Teacher leaders will participate in cabinet bi-weekly.</li> </ul> <p>Instructional Leadership Team Walkthroughs</p> <ul style="list-style-type: none"> <li>• The full instructional team: coaches, administrators, and teacher leaders, will meet to conduct quarterly walkthroughs for norming and progress monitoring.</li> </ul>	<p>All Teachers</p> <p>Administrators, Coaches, Teacher Leaders</p>	<p>Sept - June</p>	<p>Administrators</p> <p>Coaches</p> <p>Lead 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>
<ul style="list-style-type: none"> <li>• Per session allocated towards bi-weekly after-school instructional cabinet meetings with administration, coaches, and teacher leaders.</li> </ul>

- Continued partnership with the United Way/ READ NYC
- Continued partnership with the NYCDOE Teacher Leadership Program (TLP)
- Funding to support maintain internal coaches and consultants from: Generation Ready, TCRWP, and Metamorphosis Learning Communities
- Time for instructional leadership team to conduct monthly walkthroughs to collaborate and norm expectations, determine school-wide instructional trends, and plan effective professional learning opportunities
- Substitute teachers to provide coverage for teacher leaders to participate in instructional leadership team walkthroughs quarterly

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

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

**Part 5 – Progress Monitoring**

**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 February 2016, all teachers will participate in at least 2 learning walks and have at least 2 project advance 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>Our Learning Environment Survey indicates that in 2013-2014, 93% of our families were satisfied with the school culture. This year we have doubled the amount of evening parent involvement events and teacher-led parent meetings. With the help of our strong parent coordinator and community advocate, we’ve supported our teachers in their communications with families through meetings, phone calls, letters and home visits. We work to include our families in special events such as music concerts, showcases in our afterschool programming, field trips and so on. In the 2013-2014 school year, our average turn-out for PA meetings ranged between 0-5 attendees. This year, as per our parent coordinator, our numbers have more than doubled with attendance being in the range from 10-15 parents. With concerted effort in communication, providing growth opportunities for our parents themselves, and incorporating our parents with engaging experiences with their children, we will be able to increase our parent involvement.</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 an increase of 5% in parent attendance at parent engagement school-events as measured by the amount of signatures on 2015-2016 sign-in sheets in comparison to 2014-2015 sign-in sheets.</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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Parent Engagement Tuesdays</p> <ul style="list-style-type: none"> <li>• Monthly “Homework Help” workshops within the classrooms</li> <li>• At-risk meetings and IEP meetings to facilitate concerns and questions of how to meet the needs of individual students</li> <li>▲ Teachers will organize by grade teams or interest to conduct monthly parent workshops to work with families so they are better able to support their children at home</li> </ul>	<p>Students and families</p>	<p>September - June</p>	<p>*Teachers *Administrators *Parent Coordinator</p>
<p>Monthly Parent Involvement Events</p> <ul style="list-style-type: none"> <li>• On a monthly basis there will be an event to engage families and students in more academic based community building activities</li> <li>• Examples of events will be, Bring your Dad to School, Math Game Night, Family Reading Night, Family Arts night and so on</li> <li>▲ Coaches will work with the teachers to develop one event for the year which they will then preside over</li> </ul>	<p>Students and families</p>	<p>September - June</p>	<p>*Parent-Coordinator *Coaches *Administrators *Partnerships *Teachers</p>
<p>Parent Support Services</p> <ul style="list-style-type: none"> <li>• YLE will continue their partnership with the United Way that supported us in providing goods and services for our families, such as ESL summer programming for parents</li> </ul>	<p>Families</p>	<p>September - June</p>	<p>*Parent-Coordinator *Community Advocate</p>

<ul style="list-style-type: none"> <li>Parents will have access to technology and Rosetta Stone programming to further their own language development</li> </ul>			
<p>Parent-Friendly Communication Tools</p> <ul style="list-style-type: none"> <li>We will continue to develop our new website so that parents can access information about the curriculum, the student activities and be informed of school-wide events and opportunities to participate in their child's education</li> <li>Teachers will send home newsletters on a monthly basis to inform families about the on-goings of the classroom</li> <li>The parent coordinator and administrators will continue to use the "Phone Blast" technology to communicate with families</li> </ul>	Families	September - June	<ul style="list-style-type: none"> <li>*Teachers</li> <li>*Administrators</li> <li>*School Aides</li> <li>*Parent Coordinator</li> </ul>

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, there will be an increase of 5% in parent attendance at parent engagement school-events as measured by the amount of signatures on 2015-2016 sign-in sheets in comparison to 2014-2015 sign-in sheets.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June of 2016, the strategy for structuring instructional time will be to include extended learning time on Saturdays, after school and over vacation breaks for students identified via on-going assessments as at-risk and in need of additional academic supports. Extended learning time will target skill development for these students and will be staffed by classroom teachers and afterschool partners.

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

We are choosing the phrasing “Opt-out” versus “Opt-in” when communicating if the programming is required or not. This is the first step to encourage participation by all students, as it will be a majority of the students that do choose to stay. To increase engagement, we will ensure there is choice when considering what arts partnerships for our afterschool programming. For example, our students developed a love of percussion this past year when working with Harlem School for the Arts. Using our Extended Learning Time to provide different types of opportunities, both academic support and enrichment, will motivate students to stay and actively participate. We have also developed a relationship with Roads to Success, and they will continue to organize and run “vacation camps” to reward those students that are putting forth great effort during our Saturday school programming and our afterschool programming.

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

**Target Population:** The ELT program will be offered to **all students in the school**, with the goal of serving a minimum of fifty percent of students.

Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

The plan to integrate academics, enrichment and skill development through the arts and hands-on experiences that will make learning relevant and engaging by frequently introducing students to learning activities. For example in math, these activities will implore students to use manipulatives, drawings, models and other strategies to explain their thinking and rationale for making certain decisions and taking certain steps. This approach will bring learning to life.

We plan to offer a range of activities to capture students' interests and strengthen their engagement in learning and to improve attendance. Activities will range from technology club, basketball, drama, Readers Theater, STEM, Cook Shop, percussion and cheerleading. These activities will not just increase the students' engagement, but they will provide enrichment opportunities for our students to become well-rounded learners with a greater appreciation for the arts.

In order to meet individual student needs, teachers will utilize technological software that is paced to the strengths and needs of the learner. The software we are planning to utilize is iReady, a new software that has earned the praise of educators and those in technology world. We will continue to use Dreambox for a math intervention, and both Imagine Learning and myON to support our students in their phonological awareness, word recognition and reading comprehension.

Independent and sustained reading is an important focus in our Extended Learning Time. Every student in grades 2-5 will have a 30 minute reading block every day in after school. The afterschool teachers will sign-off on every student's log on a daily basis and students will earn DOJO points and other incentives for meeting stamina and volume goals. We noticed in the 2014-2015 school year that the students were partaking in their "assigned reading homework" on a nightly basis. Therefore we will be scheduling in our extended learning time to ensure that all students are able to progress as readers through engaging with texts multiple times a day.

NYC Read Alliance, a partner with United Way will be a part of the students' ELT experience. Read Alliance's mission statement reads: Read Alliance works to improve the educational trajectory of at-risk kindergarten and first grade students through one-to-one tutoring in foundational reading skills. Through this partnership we were able to offer 40 at risk

All teachers on Saturdays who work for the Extended Learning Time program will be full time NYC Department of Education teachers. These teachers will be given weekly opportunities to common plan as well as professional development to further enhance their practice. During the after school hours, there will be some DOE employees on staff instructing the students, though the majority of the student time will be spent with our partner Aspira. We will have an instructional coordinator that oversees the program and ensures that the Aspira group leaders support the students correctly when working on homework, uphold the sustained silent reading tenets to heart and work with our children being aware of their social and emotional needs.

The instructional coordinator will also support the communication between the students' classroom teachers and the ELT teachers. They will share noticing's, concerns and triumphs in regards to homework completion, social and emotional noticing's and the academic concepts that need to be reinforced within the ELT.

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

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

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

The principal will oversee the ELT program in conjunction with the assistant principal and coaches. As a team, the members of the instructional cabinet will support the implementation and development of the afterschool program. The team will continue to work in partnership with the Aspira afterschool program to oversee and assess the

program. The math coach has been assigned to support the implementation and development of the Saturday Academy. The math coach will work together with the principal to oversee and assess the Saturday Academy program.

At the start of both the afterschool programming and the Saturday programming, students will take baseline assessments. Periodically throughout the program, we will compare the data, derived from performance tasks, math assessments and running records, from those students that are in our ELT program to those who are not in the program. We will track attendance and time present in the ELT programs when comparing the data.

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

Our afterschool programming will start in the beginning of October and will run to the end of June. The afterschool program will run from 2:35-5:35. In the math program each group will get a one hour small group intervention session. These sessions will range from small group instruction, group work, hands on activity tasks, math games, group and partner discussions and one-on-one support.

In regards to the Saturday programming, it too will begin in the October and run until April of 2016. The time for the Saturday academy will be from 8:00- 12:30. Students will have breakfast from 8:00- 8:30 and lunch from 12:00-12:30. Instruction is from 9:00- 12:00. Students will receive 90 minutes of ELA support and 90 minutes of math support. Teachers will be given two 30 minute periods to plan and to analyze data.

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

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

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>		<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</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 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February, TCRWP running record data, TCWRP on-demand writing assessments, and/or Go Math mid-year assessment data will be used and analyzed to determine student’s progress towards ELT goal.

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

**Section 7: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Below Benchmark Performance on TCRWP Running Record</p> <p>No movement from Pre-Post assessments within Foundations</p> <p>Scored within the “Needs Improvement” range on ELA State exam in 2015</p> <p>Below Benchmark according to TCRWP on-demand assessments for narrative, opinion and informational writing units</p> <p>Below benchmark on ELA Fall benchmark assessment</p> <p>Reading Performance Assessments for character and informational reading units</p>	<p>Leveled Literacy Intervention</p> <p>Targeted Word Study Groupings</p> <p>Double Dose of Foundations</p> <p>Wilson Reading, Just Words</p> <p>Teacher’s College Reading Rescue</p> <p>Targeted Interactive Writing</p> <p>Imagine Learning</p> <p>myON</p> <p>Guided Reading Groups</p> <p>Strategy Reading Groups</p> <p>Readers Theater</p>	<p>Small Group Instruction LLI is small group (5:1)</p> <p>Double Dose of Foundations is small group instruction</p> <p>One-to-One Reading Rescue tutoring</p> <p>Differentiated Word Study Groups (12:1)</p> <p>Imagine Learning as an individual, computer based program</p> <p>myON is an individual, digital library where teachers can monitor students’ reading volume</p> <p>ELT is primarily conducted in groups of 12</p>	<p>During school, after school and through Saturday academy</p>
<b>Mathematics</b>	<p>Math target groups are determined using:</p> <p>-2015 NYS Math Exam data (Proficiency levels</p>	<p>Dreambox Interactive math program</p> <p>Exemplars</p> <p>NYS Ready</p>	<p>Small group instruction/One on One instruction</p>	<p>During school, after school and through Saturday academy</p>

	<p>below 2.99 scale score)</p> <p>-Promotion in Doubt status</p> <p>-Below benchmark on Go Math Prerequisite Skills Assessment</p> <p>4th Grade students who scored within the “Needs Improvement” range on 3rd Grade ELA state exam in 2015</p> <p>Kindergarten ELLs identified as having beginning and intermediate English proficiency</p> <p>Number/ severity of SWIS forms</p>	<p>Go Math Intensive Intervention Kits (Tier II and Tier III)</p> <p>Go Math Reteach book</p>		
<b>Science</b>	Wediko observations	<p>Teachers will use targeted reading strategies to engage deeply in non-fiction text</p> <p>Content area reading using UDL approaches</p>	Small group instruction	During school, after school and through Saturday academy
<b>Social Studies</b>	Teacher noticing’s documented on the intervention team forms	Content area and non-fiction text using UDL approaches	Small group instruction	During school, after school and through Saturday academy
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Intervention team meetings and case manager follow through	<p>PBIS incentive programs</p> <p>Wediko counseling</p> <p>Conflict resolution</p> <p>Mentoring groups</p> <p>Socialization Skills</p>		Before school, during school and afterschool

		TCI- Therapeutic Crisis/ Life Space Interviews  Daily Community Circle Meeting		
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## Section 8: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>School works with partner organizations to identify exemplary candidates:</p> <ul style="list-style-type: none"> <li>-Teachers College Reading and Writing Project at Columbia University</li> <li>-School administration identifies and encourages prospective lead teachers to further their development through leadership programs offered by Bank Street College of Education</li> <li>-Administration supports recommendations to pursue their graduate studies through Hunter College, especially the Bilingual and ESL teaching programs</li> <li>-New teacher finder program</li> <li>-Open hire (system for teachers seeking new positions)</li> <li>-Recommendations from colleague principals, Network schools and current faculty</li> </ul>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>-Development of collaborative culture and enhanced skills through abundant common planning experiences, collaborative planning analysis of student work and other data, and professional development throughout the year</li> <li>-Opportunities to develop skills by attending Teachers College one-day institutes, summer institutes, and visiting each other's classrooms within the school</li> <li>-School visits to specific classrooms that have strengths in our areas for growth</li> <li>-Encouragement and opportunities to participate on school committees</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

**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.).

In our pre-school classes we use monthly newsletters and periodic progress reporting to keep our parents informed about grade level expectations and students' progress. We maintain a calendar of workshop topics designed to supporting our parents in better preparing their children for kindergarten. We hold open houses for our families who are transitioning into kindergarten. Our open house is an opportunity for parents to meet our kindergarten teachers and receive next steps in preparation for September. Additionally, we ensure that our pre-k students experience a smooth transition into kindergarten by offering our TCRWP staff development to our pre-k teachers to ensure literacy alignment throughout our early childhood program.

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

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

Teachers work collaboratively on grade level teacher teams to review and design assessments. The teachers also use their 90 minute common planning time to design and use rubrics in effort to norm grade level expectations. Based on assessment results, teachers use the inquiry process to explore instructional next steps to address trends noted throughout the grade

**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	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.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	290,994.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	102,033.00		
Title III, Part A	Federal	14,796.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,668,625.00		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

**Parent Involvement Policy (PIP)**

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. **[07X369]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

**07X369** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Young Leaders Elementary</u>	DBN: <u>07X369</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>121</u>
Grades to be served by this program (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
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our school serves a large population of ELL students and, as such, would benefit greatly from additional time allocated to explicit ESL instruction to reinforce and further develop strategies and content that are being covered during regular class time. To support these goals, we will lead ESL coursework via a blended learning model for grades 1-5 during Saturday Academy. We will also provide a "Mommy and Me" Kindergarten Tuesday afterschool, where parents will work alongside their children to develop their english acquisition and literacy skills. Our Saturday Academy sessions will begin on November 15<sup>th</sup> and continue each Saturday (with the exception of those dates which coincide with official school holidays) until the beginning of NYSESLAT testing in the spring of 2015, for a total of 19 instructional days. Saturday Academy will take place from 8:30 am to 12:30 pm. Teachers will have 8:30-9:00 to use as collaborate work time and will take 12:00-12:30 to reflect upon the day's instruction and assess progress toward objectives to guide the following week's planning. Students will be in session from 9:00 am to 12:00 pm, and they will rotate between interactive multimedia language reinforcement stations, test preparation, and an integrated arts component consisting of drama instruction and performance that actively incorporates each of the four language domains. 30 minutes will be allocated to the usage of Imagine Learning software, an ESL-specific vocabulary and literacy development tool, 1 hour and 30 minutes will be spent in targeted NYSESLAT preparation instruction, and 1 hour will be used for our theater program.

The groups will be dividied by grade level but will be heterogeneous in terms of language proficiency to facilitate student-led learning and allow for collaboration that is supplementary and developmental between students with respect to their strengths in each domain. Our lower elementary ESL teacher, will lead groups of Kindergarteners, 1<sup>st</sup> graders, and 2<sup>nd</sup> graders; our upper elementary ESL teacher, will be responsible for 3<sup>rd</sup>-5<sup>th</sup> graders. Instruction will take place largely in English, with Spanish supplementary materials (created by our ESL teachers with support from our bilingual team) utilized as scaffolds when necessary. We will be using the "Getting Ready for the NYSESLAT" ESL curriculum published by Attanasio & Company. We believe this is an ideal set of materials for our needs because of its informed design and relevance; it was developed and field tested in New York State and includes the Phase 1 updates along with Common Core Standard alignment. As mentioned previously, we will be using the Imagine Learning software as a means of integrating technology into our program. This software was selected because of its vocabulary reinforcement and literacy intervention capabilities; it is thoughtfully designed with research-based, rigorous pedagogical underpinnings. Students will have opportunities to continue their practice with this software during the school week, as well.

## 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

### Part C: Professional Development

Begin description here: \_\_\_\_\_ In order to facilitate the continued development of our transitional bilingual education program, we will use Title III funds to support the creation of dual language materials for use in our classrooms and in our Saturday Academy program. \_\_\_\_\_ This will be a collaborative endeavor led by our ESL and bilingual teachers. We will meet biweekly for one hour to evaluate the needs of students receiving services in both bilingual classrooms and in our standalone ESL program, and will use assessment data and anecdotal observation to inform the pedagogical direction of our resource compilation and development. In particular, we will focus on methods to connect Spanish and English language and literacy development, content-based grammar and convention instruction, and support structures to supplement and enrich our existing math curriculum for our ELL students. \_\_\_\_\_ The results of these meetings, both informational and material, will be shared biweekly (coincident with the ESL/bilingual team's meetings) with the general education teachers who are also responsible for ELL instruction during professional development sessions either as Lunch and Learn opportunities or as part of school-wide Marvelous Monday extended sessions. \_\_\_\_\_ We will also provide our teachers with professional development opportunities out of school by using Title 3 funds to secure subs, so teachers can attend trainings. Also, due to our high special education population, we will also train two educational assistants. The PD's are entitled: "Instructional Strategies for ELLs with Special Needs" provides a practical overview of high yield instructional practices, differentiation of instruction, scaffolding strategies, ESL methodology to improve academic achievement all through the lens of Universal Design for Learning. Also, "Building Academic Literacy for Bilingual Students with Disabilities" offers a variety of research-based principles and strategies in explicit, direct instruction that are appropriate for building the academic literacy skills needed for ELLs with Disabilities that contribute to success in reading and writing. They will identify the challenges ELLs with disabilities present by looking at student work, setting goals and capitalizing on the connection between Oral Language and the development of literacy in a variety of genres. Also, "Paraprofessionals: Partners in Access for ELLs with Special Needs" develops foundational understanding of the cultural, linguistic and academic needs of English Language Learners (ELLs) with disabilities. They will explore the process and patterns of second language acquisition, the influence of culture and the academic needs of bilingual students with IEPs. Para's will be provided with strategies, resources and tools they can share with their cooperating teachers and use with students to support access to curriculum and instruction." The teachers and educational assistants participating in these trainings will turn key to our staff during Monday afternoon in house professional development.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ We will develop and execute a "Mommy and Me" parent ESL program on Tuesdays. This will begin on November 18 and continue until January 6 (6 sessions total, with the exception of holidays). Each session will last 1 hour, and parents will be provided with take-home study materials to supplement their time in the classroom and help them support their students' work in school. \_\_\_\_\_ The curriculum progression will be built around a utility-based framework. We will target language basics that will be immediately useful in real world situations and those that will facilitate greater involvement in and support of children's academic progress. Some of the weekly topics include "Our Family at Home and in School," "Measuring Our World," "Health and Wellness," and "Talking About School." \_\_\_\_\_ Parents will be notified of this program via posters placed around the school, teacher information at dismissal, and letters sent home (in English and in Spanish)

**Part D: Parental Engagement Activities**

with the students. We will also collaborate with our parent coordinator to reach out to parents personally and gauge interest in the sessions.

**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>07</b>	Borough <b>Bronx</b>	School Number <b>369</b>
School Name <b>Young Leaders Elementary School</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>Jaleelah Cooke</b>	Assistant Principal <b>Vacancy</b>
Coach <b>Caroline Ebrahim</b>	Coach <b>Juan Flores</b>
ENL (English as a New Language)/Bilingual Teacher <b>David Bit-Shamay</b>	School Counselor <b>Stephanie Nuñez</b>
Teacher/Subject Area <b>Estefani Ventura</b>	Parent <b>Arelis Martinez</b>
Teacher/Subject Area <b>Kiana Curry</b>	Parent Coordinator <b>Aiowa Aponte</b>
Related-Service Provider <b>Kelly Martin</b>	Borough Field Support Center Staff Member <b>Socorro Diaz</b>
Superintendent <b>Elisa Alvarez</b>	Other (Name and Title) <b>Alexis Keller, ENL Teacher</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</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>3</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>253</b>	Total number of ELLs	<b>119</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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>	1	1	1	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>	119	<b>Newcomers</b> (ELLs receiving service 0-3 years)	105	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<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>	67	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>	52	1	10	4	0	1	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	20	17	15	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														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
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

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

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	6	9	3	15	13								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									0
<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)	8	3	1	0	0	0								0
<b>Emerging</b> (Low Intermediate)	5	10	11	0	3	6								0
<b>Transitioning</b> (High Intermediate)	7	4	6	1	3	5								0
<b>Expanding</b> (Advanced)	2	6	3	16	6	10								0
<b>Commanding</b> (Proficient)				1	2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	12	0	1		0
5	10	4			0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	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.  
Estrellita, Foundations, TCRWP Concepts of Print Inventory, Fountas and Pinnell Running Records all of these programs are used to establish baseline scores, to inform and to set instructional goals, and for purposes of monitoring students' progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Students generally come into our K classrooms as entering or emerging, with few exceptions. Ideally, students would reach expanding or commanding proficiency by their entry into the third grade; however, this has not historically proven to be the case in either our bilingual or monolingual classrooms. The majority of our ELLs enroll in our TBE program and, upon exiting to a monolingual classroom, continue to show incremental growth in English proficiency during the year. However, their NYSESLAT results indicate that they are not prepared to enter into a monolingual classroom upon exiting the TBE program-- most students' NYSESLAT scores decreased or remained the same in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade. Some students who entered K or began first at an "advanced" proficiency had dropped to "beginner" proficiency by the time they were in 5<sup>th</sup> grade. Our largest group of ELLs in the school is in 5<sup>th</sup> grade, and most of them have been receiving service via the TBE program and ENL for at least 5 years. This data suggests that, as a school, we have opportunities to grow both within our bilingual program and with respect to the transitional support that our students are given as they move to monolingual classrooms. In the upper grades, student progress reflected on the NYSESLAT is minimal; this indicates that we could benefit from more consistent and structured collaboration with ENL teachers in the content classrooms.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data from the report, Data Analysis and AMAO Status Estimator, for X369 indicates that out of 119 ELLs 97 were test takers in 2015. Of these only 1(1.03%) attained the proficiency level on the NYSESLAT. Although some students demonstrated growth our current status as a school is -14.57% below what was our target for the year. In light of this challenging data we have hired 3 new teachers, 2 for our TBE program in Pre-K and 1<sup>st</sup> and one additional ENL teacher to support our ELL students in grades 3 to 5. We are currently in the process of analyzing the data and forming groups of students within each of the grades Pre-K to 5 to put in place targeted interventions that will address the needs of all of our students at every level of second language

acquisition. These flexible groups consist of ELLs who are at the Entering, Emerging, Transitioning, and Expanding levels of second language acquisition. In light of this data we are also in the process of putting in place what are, "The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: 9 best practices that are common features of successful ELL Programs". These include:

1. Developing a clear school vision that includes high expectations for ELL achievement and supported by a purposeful plan of action.
2. Developing and putting in place continuous monitoring tools to progress monitor students' and to adjust our instruction accordingly.
3. Continuing to learn about our ELL population as a whole but also learn more about their individual needs.
4. Increasing planning time to support teacher collaboration.
5. Common learning time for teachers with the goal of recognizing the interdependency of language proficiency and content instruction.
6. Work with teachers to build their capacity to enrich language development and academic concepts and skills.
7. As a leadership team helping teachers make connections between ELL outcomes and key initiatives.
8. Help teachers unpack the standards and more closely align curriculum and instruction with applicable standards.
9. Take steps to ensure that parent involvement and community involvement are an integral part of the school's culture.

4. For each program, answer the following:

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

ENL, TBE and classroom teachers use TC assessment tools such as Running Records in Spanish to evaluate the development of the ELLs' home language. Our students do not take the periodic assessments. Language allocation for our Transitional Bilingual program is used as a foundation upon which to build understanding. Native language is developed during native language arts and during instruction in one content area as per the new Part 154 regulations. Entering and emerging students are engaged in 1 unit of HLA as well as two content areas in native language ( social studies and Science) Our transitioning and expanding students are engaged in 1 unit of HLA and 1 content area in native language (social studies). Students at entering and emerging are engaged in at minimum 360 minutes per week in ENL while our transitioning and expanding students are engaged in at minimum 180 minutes per week in ENL/ELA including an additional content area. (Math and Science)

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](#).]

ELL students who may struggle academically and/or students who do not show progress as per their IEP, academic, or language goals, are brought up for intervention. Intervention Team meets usually once a week to discuss individual ELL students. Intervention team members, Special Education teacher/coordinator, Speech, OT, ENL teacher, and guidance councilor, work together to study and analyze student work and test data to put in place appropriate interventions. These are the possible interventions available for ELL students: Leveled Literacy Intervention (LLI), Reading Rescue, Imagine Learning, and READ, an afterschool program. For example, a Reading Rescue teacher assesses reading on a daily basis and every month shares the assessment data with the Special Education teacher and classroom teacher/s.

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

SLD is addressed explicitly within teachers' schedules. The ENL team meets with administration at the end of the school year to make projections about their incoming students' levels, and schedules are adjusted accordingly to guarantee that all receive the appropriate ENL/bilingual support. On a daily basis, teachers are encouraged to use ENL best practices to deliver content including, but not limited to, multiple modes of presentation, explicit expectations, and home language support. Lessons are planned with both content and language objectives in mind. Additionally, the ENL team develops short and long term language goals that are shared with the student, parent, and content teacher(s) and instruction is aligned to support those goals throughout the year. Students are assigned to classrooms irrespective of their language proficiency to ensure heterogenous populations.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

Paste response to question here: Evaluation of program's success is based on multiple measures including baseline assessments, progress monitoring tools, formative assessments, and standardized testing data. The numbers of students at each proficiency level is calculated and groups are formed for both targeted and strategic instruction. Students' progress is continuously monitored through work samples, formal and informal assessments that are used to inform our planning and help teachers adjust instruction. Our data

team meets regularly to examine data collected. ELL students are grouped and then regrouped to maximize instruction and students' learning opportunities and to monitor the program's success in terms of increasing students' learning and English language proficiency.

## Part IV: ELL Identification Process

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

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

A trained pedagogue/trained in ENL or TBE teacher initiates the ELL Identification process following the four steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

1. Administration of the HLIS. A trained pedagogue administers HLIS to incoming kindergarten students and students new to the NYC DOE school system. The pedagogue then conducts an interview in the language the child and the parent understand. The pedagogue determines the student's home language based on the results from the HLIS. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1–4 indicate that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5–8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. The pedagogue will assist the parent in arranging Over-the-phone interpretation services that are available through the DOE's Translation and Interpretation Unit so that parent can receive language assistance and have their questions answered in their preferred language. After having administered the HLIS, the licensed pedagogue enters in a timely fashion the information from HLIS into the designated ATS screens, such as QADM. The pedagogue then places the completed HLIS forms into the student's cumulative folder and a copy of such form into the compliance binder. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2. During Step 2 of the Identification Process, a licensed pedagogue interviews the student in both English and the home language. Then he/she reviews student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, the licensed pedagogue continues to step 3. Once the home language is entered in ATS, the licensed pedagogue is now able to print the NYSITELL answer documents using the RLBA function in ATS. After the pedagogue administers the NYSITELL exam, the pedagogue scans answer documents into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days the school informs the parents of the results of the NYSITELL and ELL status using the DOE standard parent notification letters in parents' preferred language: entitlement letter, non-entitlement letter, and continued entitlement letter. The pedagogue then puts the dated and signed letters into the student's cumulative folder and copies of such documents in the compliance binder. The licensed pedagogue administers Spanish Lab to students whose home language is Spanish, as indicated on the HLIS forms. The pedagogue prints Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Students suspected of academic loss of 2 or more years are administered SIFE interview and LENS in the student's preferred language. Once parents receive entitlement letters they are invited to attend an ELL parent orientation at which time they learn about the CP Part 154, available ENL programs, complete preferred

language form, and may already choose an ENL program for their child, though parents have 5 days to complete, sign and return the form to school. Upon receipt of the program selection form, an ELL student is placed into the program selected by his/her parents.

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).

Newly enrolled students are first given our school's newcomer ELL interview to assess whether or not they may be SIFE. If it is suspected that their education has been interrupted or inconsistent, a trained pedagogue (with the assistance of a translator, if needed) administers the SIFE questionnaire. Students whose education history suggests SIFE status are provisionally coded as SIFE and are then given the LENS assessment. The ENL team also assesses a student's phonemic awareness and concepts of print using TCRWP inventories. If the student has brought work from their previous school, it is evaluated by the ENL team and the student's potential classroom teachers to ensure appropriate placement.

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).

LPT Members:

Jaleelah Cooke, principal

Juan Flores, ELL Coach

Rose Heery, Special Needs teacher for K-2

Stephanie Nunez, Guidance Counselor/ SIT ( School Implementation Team) Member

Kerry McCormack, IEP Teacher/SIT member

Russell White, SIT Team/Data Specialist

David Bit-Shamay, K-3 ENL teacher

Once a student enrolls with an existing IEP, the school forms a Language Proficiency Team (LPT) that at minimum is comprised of a school administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee), the student's parent or guardian, and a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following: the result of Step 1 (see above), the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

The ENL team is responsible for distributing letters in English and in Spanish to classroom teachers in grades K-5. Classroom teachers then backpack them home with ELLs and collect signed copies the following day. Returned letters are collected each day; students have 2 days to return a signed copy, at which point a second version is backpacked home. If this copy goes unreturned the following day, ENL teachers will call home to inquire about the letter and confirm receipt; if parents have not received the letter, the ENL team (in conjunction with classroom teachers) will meet with parents at dismissal or another mutually agreed upon time to acquire the necessary signatures and answer any questions that parents may have. The ENL team keeps a checklist of the dates that each letter is sent home and returned.

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 of the right to appeal ELL status within 45 days of enrollment in two ways. First, a letter in English and Spanish explaining this policy is sent home along with the initial entitlement/non-entitlement letter. After that, the parents are informed of their options at their program choice orientation and then again at their initial planning conference wherein they meet with their child's teacher to set language development goals for the year. Our two ENL Teachers Mr. Bit Shamay and Miss Keller are in charge of this process and make sure that copies of letters are kept in the compliance binder in the ENL room.

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.

As soon as the school becomes aware that the child is eligible for ENL services, entitlement letters are sent home-- this generally happens on the same day as NYSITELL scores are logged. At the end of the letter, parents are asked to sign, indicate a preferred orientation date/time from the provided options, and return it to school. Once a parent form has been received, a reminder of the orientation, along with the ELL parent brochure for the parent to read prior to the meeting, is sent home with the child. The day before the meeting, parents receive reminder phone calls. We collaborate with our parent coordinator, Aiowa Aponte, to keep in touch with all of our incoming ELL families. At the orientation, translation is provided for all needed languages, either by a trained pedagogue or via the translation hotline. Parents view the video at orientation and have the opportunity to ask questions about the program options that are available to them. They receive contact information for the parent coordinator and ENL team, along with information about how to access ELL parent resources online. Parents are encouraged to complete the survey and program selection at the parent orientation, whenever possible, to ensure that their children are placed in a timely manner. Each instance of parent contact is documented by the ENL team and our parent coordinator, and there will be a sign-in sheet and agenda at each parent orientation to track attendance.

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.

Parents are encouraged to complete the forms at the parent orientation whenever possible. If a parent needs to take more time to complete the form, the ENL team (in conjunction with the parent coordinator) follows up with a phone call each day to ensure that parents are aware of the deadline and give them the opportunity to ask any questions that may have arisen as they completed the form. Parent program choice is recorded in ATS on the ELPC screen and is documented in the "Parent Choice" section of the ENL compliance binder on a spreadsheet designed for that purpose. Additionally, the ENL team notes when a child's placement is defaulted to bilingual in the case of an unreturned parent letter and makes all efforts to continue to follow up with and include the parent in planning their child's education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL team notes when a child's placement is defaulted to bilingual in the case of an unreturned parent letter and makes all efforts to continue to follow up with and include the parent in planning their child's education. This may include phone calls, emails, and home visits, as necessary, to ensure that the parent is satisfied with the child's programming and educational setting.

9. Describe how your school ensures that placement parent notification letters are distributed. The ENL team is responsible for creating placement letters and distributing them to classroom teachers in grades K-5. Classroom teachers then backpack them home with ELLs and collect signed copies the following day. Returned letters are collected each day; students have 2 days to return a signed copy, at which point a second version is backpacked home. If this copy goes unreturned, ENL teachers will call home to inquire about the letter and confirm receipt; if parents have not received the letter, the ENL team (in conjunction with classroom teachers) will meet with parents at dismissal or another mutually agreed upon time to acquire the necessary signatures and answer any questions that parents may have.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is retained in two locations. The original of each form (HLIS, non-entitlement, entitlement, continued entitlement, transitional support, program selection) is placed in the student's cumulative folder. A copy of each form is retained in an additional compliance binder that is maintained by the ENL team. The ENL team has created a checklist for each grade to document distribution of each document, receipt of signed copies, and filing date that is updated as needed.

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.

First, the ENL team uses the RELC report on ATS to generate a checklist of students who are eligible to take the NYSESLAT. The ENL team cross-checks this list against the list of currently enrolled students to ensure that there are no discharges or new arrivals that may have been overlooked. Then, the team creates a schedule to administer the speaking exam individually, making sure that no student is assessed by his or her teacher. Following speaking administration, the ENL team collaborates with the bilingual team to plan for administration of the remaining 3 sessions of testing. Students are divided into smaller testing groups to provide IEP/504 accommodations and to create a testing environment with as few distractions as possible. ENL and bilingual teachers are assigned testing groups on a schedule that is distributed school-wide, which loops in classroom teachers so that they can plan for instruction when some of their students may be pulled. Any make-up exams are administered within the two week testing window; these students are added to existing groups whenever possible, but may be tested individually if needed. The ENL team is responsible for finalizing

the answer sheets, packaging booklets and administration guidance, and ensuring that all testing materials are submitted in a timely fashion.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Upon receiving the 2015 NYSESLAT results, the ENL team develops a spreadsheet that reflects ELL student names, NYSESLAT scores, and EL proficiency levels. This document also indicates if the ELL is eligible to receive continued services, or not (if the student scored proficient). Entitlement, Continued Entitlement letters, in parents preferred language, are sent to ELL's homes prior to the start of school year or no later than September 15th, 2015. Each letter has a tear off portion that is, once signed by the parent, returned to school and placed in the compliance binder
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).

Each year parents have an opportunity to attend ELL parent orientation at which time they obtain information about the available ELL programs that they can choose for their children. Most of the parents choose to place their children in TBE programs, and only a few parents choose to place their children in ENL program. All the programs offered at our school are aligned with the parent placement requests.

## 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.

Students in K-2 monolingual classrooms are serviced primarily through Integrated ENL. A licensed ENL teachers pushes into the classroom and co-teachers using parallel instruction or small group work that supports the day's content objectives with language development. Pull-out groups are also incorporated on a case-by-case basis, depending on student proficiency levels and individual needs. Grades 3-5 operate on a block schedule, and ELLs are heterogeneously distributed among each grade level's classrooms. Integrated ENL is provided during the ELA block for each class. Students are grouped homogeneously or heterogeneously within their class depending on the day's activity and language objectives. Stand-Alone ENL is implemented via the pull-out model in groups no larger than 10, given the mandates in Part 154. Additional Stand-Alone ENL is implemented as needed for support around particular language/content objectives; these groups are heterogeneous with respect to proficiency level and the overall composition is dictated by the skill that is being taught or supplemented.

- b. TBE program. *If applicable.*

Grades K-2 are self-contained bilingual Spanish/English classrooms. The certified bilingual teacher delivers both content and ENL (Integrated and Stand-Alone) instruction, in addition to the mandated period(s) of Home Language Arts (HLA) and bilingual content. These classrooms are heterogeneously populated.

- c. DL program. *If applicable.*

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 administration ensures that students are receiving the mandated instructional minutes by carefully working with teachers in the creation of schedules that reflect the mandated number of minutes for each student at each of the proficiency levels: entering, emerging, transitioning, expanding, commanding. Our ELL coach, Juan Flores collaborates with the ENL and bilingual teachers to develop their schedules using the new Part 154 guidelines for the transitional bilingual classes, as well as, the working with the ENL

teachers. Ultimately, teachers are responsible for knowing the proficiency levels of all of the ELLs that they serve; bilingual teachers provide ENL (integrated and stand-alone), HLA, and bilingual content instruction that matches their students' language allocation mandates.

Units of study at each grade level are aligned and adapted in Spanish with language proficiency levels as follows using the TC reading and writing project and authentic childrens literature in English and in Spanish.

K-entering- We are readers, emerging- Super Powers (reading with print strategies) , transitioning- Super Powers (reading using sight words, expanding- Bigger Books, Bigger Reading Muscels commanding- Becoming Avid Readers.

1st-entering- Building Good Reading Habits , emerging- Reading nonfiction , transitioning- Readers Have Big Jobs to do , expanding- Fluency, Phonics, and Comprehension commanding - Meeting Characters and Learning Lessons.

2 nd -entering- Reading Growth Spurt , emerging- Reading nonfiction , transitioning- Bigger Books ,expanding- Amping up Reading Power commanding- Book clubs

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 bilingual classrooms, core content is delivered by the bilingual teacher. As appropriate to the students' proficiency levels, the teachers transition from instruction that is mostly in Spanish to instruction that is in English. For monolingual classrooms, the classroom teacher is responsible for content delivery with the support of the ENL teacher during integrated ENL. Both program models use visual supports, text adaptation and amplification, native language supports, hands-on learning, talk stems, and work in small heterogenous groups of students who share the same L1, among other strategies, to promote language development while facilitating access to the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In our bilingual program, ELLs are evaluated with the Spanish language versions of the same assessments that we use in English to allow for comparison among the measures. Teachers use Running Records as informal assessments to progress monitor students development in L1 and L2, sight word inventories, Estrellitas, and baseline writing tasks and subsequent writing samples are used as informal assessements to monitor and to track students' home language proficiency and development throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ENL team has developed a set of inhouse comprehensive assessment tools that are specifically designed to evaluate ELLs' listening, speaking, reading and writing. ENL and TBE teachers follow a structured protocol for assessing the language development of ELLs on weekly and monthly basis. ENL and TBE teachers collect data on listening and speaking at least twice a week. ENL and TBE teachers collect data on reading and writing at least three times a week. Once a month, usually the last Friday of the month, ENL and TBE teachers analyze the data they have collected and then use rubrics to assign ELLs' a score and proficiency level. Also once a month ENL and TBE teachers meet to discuss ELLs' language development and work on implementing interventions for students who are not making progress and/or students who need to be challenged.

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

Instruction is differentiated by content, process and product. Classroom teachers, Bilingual teachers and ENL teachers differentiate the process of delivering instruction by utilizing GLAD (Guided Language Acquisition Design) strategies: visuals, realia, charts, graphic organizers etc. Teachers differentiate the content throughout lessons by providing students with adapted texts, word banks, written color-coded directions, body language etc. Teachers differentiate the product by allowing students to complete a task that is linguistically appropriate for each ELL student based on their interest.

- a. Teachers of SIFE students use the information from SIFE interviews as well as the data from LENS, Spanish Lab, and NYSITELL and/or NYSESLAT. The school develops and then implements a specific SIFE curriculum that is aligned to CCLS and CC Bilingual Standards. Each SIFE curriculum is developed with the SIFE's academic, as well as, language needs in mind.

- b. Teachers integrate newcomer ELL students into everyday instruction and activities by grouping such students with more advanced ELLs and allowing newcomer ELLs respond in their home language as well as by means other than language: pictures, gestures, drawings etc. Teachers work with newcomer ELLs in small groups, either push-in or pull-out, to teach survival vocabulary, vocabulary that newcomer ELLs need in order to quickly assimilate.

- c. Teachers work with developing ELLs to further assist these students in developing their language skills. Teachers design curriculum that will specifically target the language that such students lack the most. Developing students have opportunities throughout the day and during each lesson to apply content knowledge through mediums of listening, speaking, reading and writing. Students are also held accountable for defending their thinking and reasoning.
- d. Former ELLs are paired up by the ENL teacher with transitioning ELL(s) in monolingual classes and are provided with the required 90 of ENL instruction in a given week. In addition classroom teachers help former ELLs further master their English language skills through the use of the following strategies: peer-mentor roles, extensive interactive and collaborative writing opportunities, strategic teaching of complex language structures, engaging students by working on extensive oral reports (news, weather forecast, sports as part of writing and reporting for a school newspaper, for example)
- e. Testing accommodations for ELLs and former ELLs (up to two years) are provided as outlined in the ELL accommodations in the School Administrator's manual and include: Time extension, IEP specifications- separate location, third reading of listening selection, bilingual dictionaries/and or glossaries.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

The protocol for re-identifying ELL Status is as follows:

- 1. The school must receive a written request from: Parent or guardian, student's teacher with parent or guardian consent,
  - 2. Within 10 days for gen. ed. and within 20 calendar days for Spec. Ed students the following steps are taken:
    - a. Parent letter received
    - b. School reviews reviews all documents in initial identification process.
    - c. School reviews student's work in L1 and L2.
    - d. Review eligibilty for NYSITELL test.
    - e. Consultation with parent.
    - f. ENL teachers, Mr. Bit-Shamay and Ms. Keller review results of student's abilities in listening, speaking, reading, and writing in collaboration with the principal and or with a representative of CSE if the student has an IEP.
    - g. Based on the recommendation of the ENL teachers and or the CSE representative the principal makes a final determination of ELL status and a notification of this determination is sent to the parent in their preferred language.
    - h. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevent documentsand recommendation are sent to the superintendent for review and final decision.
    - i. The school waits for a written notification of the decision from the superintendent's office within 10 days.
    - j. If the decision is to change ELL status the student's program is modified accordingly.
    - k. The school maintains copies of all notifications and relevant documents in the student's cumulative folder.
- Over the course of between 6 and 12 months the principal will closely monitor the reidentified student's academic progress through a collaborative partnership with the ENL team and the students' content area teachers. In the content classroom, teachers are asked to track the student's language development and in-class performance using work samples, anecdotal observations, and typical grade level assessments; these are assessed with respect to the expectations of a student in the category in which the reidentified student has been placed. For example, a student who has been reidentified as a non-ELL will be evaluated against the expectations of non-ELL performance in his or her respective grade level, while a student who has been reidentified as an ELL will be evaluated based on criteria established for his or her proficiency level. If the former student does not make expected progress, or the latter supercedes the proficiency level at which he or she has been placed, the identification team will reconvene to determine whether or not there may be a better setting for the student. Throughout this process, the ENL team will be involved in periodically assessing student work for evidence of language development strengths and challenges and administering informal language assessments to determine the student's proficiency and whether or not appropriate progress has been made. If the principal, in consultation with the ENL teachers and in communication with the parent determines that a student's progress has been adversely affected additional support services provided by the ENL teachers will be provided. If the principal's decision is to reverse ELL status, the principal will consult with the superintendent or designee. Finally, the parent will receive notification in the parent's preferred language within 10 days of the final decision.

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?

ENL, TBE and classroom teachers use a Whole Language Approach, as well as, Language Experience Approach, and Cooperative Learning to teach English to ELLs with Special Needs. Teachers use culturally appropriate texts, and design activities around such texts to provide students with meaningful experiences to acquire English and accelerate its development.

Chart Students have opportunities to engage in cognitively demanding but highly engaging and culturally and meaningfully appropriate activities that prompt students to speak, listen, read and write in English.

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?

ENL and bilingual teachers are part of the IEP team for their students and collaborate with service providers to coordinate related instruction and goals. They are involved at each step, from initial identification to summative year-end progress checks to subsequent re-evaluations. Additionally, the ENL team regularly checks in with the Speech/Language team and our special education coach to share information about students, learn more about individual student needs, and seek advice about integrating special education supports with ENL instruction. ENL teachers are aware of and responsible for student IEP goal progress and, whenever possible, work alongside ICT special educators to develop lesson plans that support this development.

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> 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.

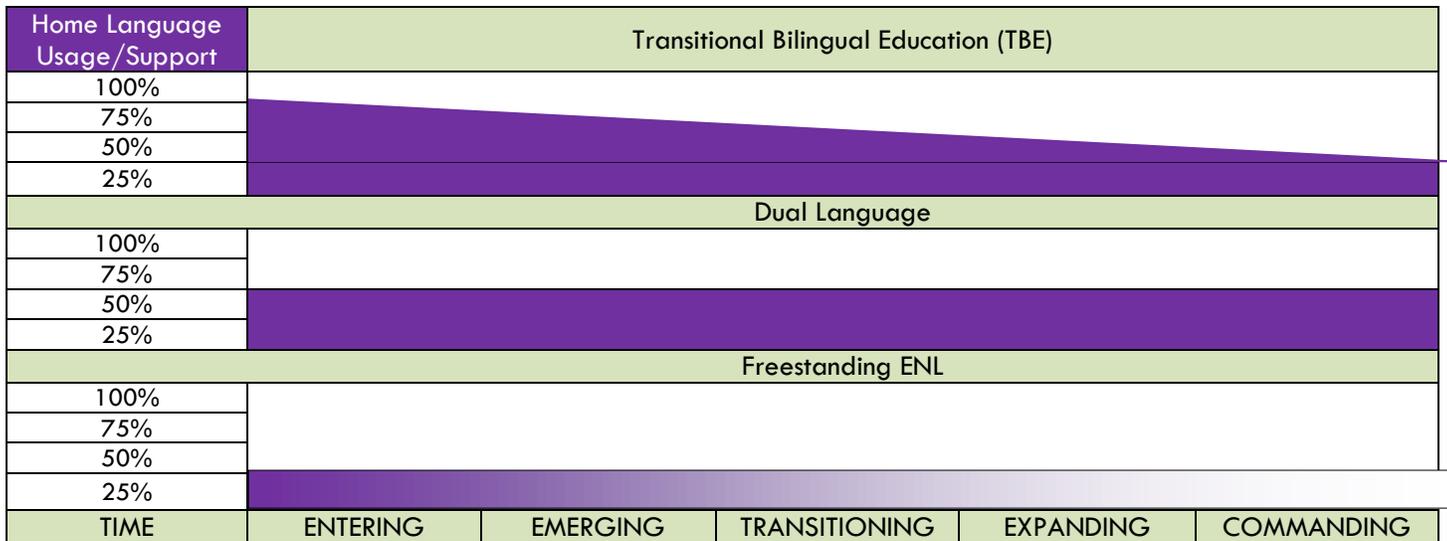


\*Note: “other approved services” does not apply to New York City at this time.

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. In ELA, K to 2 students from entering and emerging are supported with Leveled Literacy Interventions (LLI), guided reading, and Reading Rescue during the school day by their classroom teachers and by the ENL teachers. In the area of math, students are provided with native language supports, guided native language instruction for students that are entering and emerging by their classroom teachers. Transitioning and expanding students are provided additional supports in English both by their classroom teachers and by the ENL teachers through their push in periods. After school, entering and emerging students are involved in English enrichment activities by CBO's that provide storytelling, theatre, art and music activities. During vacation camps (during winter and spring break) transition and expanding ELL students are invited to a series of field trips that build background knowledge of New York City history through museum visits. Title III funding is used to support transitioning and expanding students on Saturday in ELA, Math, and NYSESLAT preparation. These same students are also taken on field trips to provide enrichment opportunities for writing and for supporting their understanding in math. Student that are in transitioning and expanding have the opportunity to participate in READ programming and targeted tutoring in both ELA and Math. Students are also provided with Saturday Academy enrichment opportunities in both ENL and content areas. The school uses DreamBox, Imagine Learning, and MyOn software to provide developmentally appropriate language and content support in math, ESL, and ELA, respectively.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

According to a review of our NYSESLAT and in testing grades our ELA and math data, our TBE/ENL programs at PS369 are continuing to support the growth and improvement that we are seeing each year. We have reviewed longitudinal NYSESLAT data to track students' trends, and are implementing interventions such as Reading Rescue and Leveled Literacy to support continued language development for those ELLs who continue to score below 'commanding.' We have also used the NYSESLAT data to assess the success of our TBE program and have committed to offering a progression of both language and content that is conducive to exiting ELLs from ENL status at an earlier age. With respect to social studies content, our school has chosen to use the Teachers College Reading and Writing Workshop curriculum and GoMath. We have two math coaches to help our teachers implement the math program, one full-time literacy coach, and one part time ELL coach, all who collaborate with grade teams to differentiate and scaffold the TCRWP curriculum to meet our students' needs. Our ELL students' English language development in the content areas such as math, science, and social studies are supported through a focus on key words and key content area vocabulary. Thorough partnerships between the ENL team and the monolingual content teachers, teachers are made aware of the ELLs in their classrooms: (we primarily use a push-in model) these teachers collaborate to extract the most meaningful and useful language objectives so that ELLs can receive the support they need to meet them and apply what they've learned to their content area study. In this way, ENL and content teachers regularly check in to discuss students' progress and monitor their needs.
12. What new programs or improvements will be considered for the upcoming school year?

Given our student population, we are assessing the feasibility of additional bilingual classes in grades 3-5 to meet the demonstrated student needs and parent program selection. (Ms. Cooke)
13. What programs/services for ELLs will be discontinued and why?

We plan to continue offering the programs and services that are currently available to our students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our school has partnered with ASIPRA to provided after school programming that includes academic support along with arts and sports opportunities. Additionally, we offer a Saturday Academy program from October through March for grades K-5-- kindergarteners and first graders receive ENL instruction and second through fifth graders reinforce the content that they have practiced in school and prepare for state exams. Saturday academy, Title III and after school programs serve to provide additional supports to the instruction that occurs during the day and in terms of preparing students for the NYSESLAT.
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.

Technology, such as, smart boards and Elmo's allow us to provide more extensive and internet based language support for our ELL students. All classrooms have access to iPads and laptops for projects, research, and individualized content reinforcement. Teachers use SmartBoards to supplement their instruction with pictures, videos, and other visual reinforcement. Students have the opportunity to use ImagineLearning software as an additional source of ESL instruction. We use Estrellita for NLA and Social studies links, Gomath in Spanish, FOSS in English and Spanish to support science learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Teachers use translated TC materials and provide HLA with ENL supports. Teachers use specifically designed ELL assessments to track and assess language development (L1 and L2) to guide instruction.

ENL: Translated materials and texts, opportunities to respond in HL as needed, bilingual glossaries

TBE: HLA, dual language word wall, flexibility to respond in HL or NL, bilingual materials, bilingual instruction, bilingual glossaries

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Students in the bilingual program are placed according to their appropriate age groups upon entrance to the program in Pre-K to 2<sup>nd</sup> grade. Program schedules are designed taking into account the Part 154 mandated minutes of services as per language proficiency levels of the students in the class. ELLs who are not in the bilingual program receive ENL support services, push in or pull out, in accordance with the mandated number of minutes as per Part 154 regulations.
  
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).  
Newly enrolled ELLs in both TBE and ENL programs, regardless of their arrival date, are provided with orientation activities and assessments. The ENL team, Ms. Keller and Mr. Bit-Shamay ensure that all newcomers are evaluated to determine their prior knowledge, education experiences, and language abilities. This is accomplished through assessments that have been developed inhouse and through the initial ELL identification process. The NYSITELL, Spanish LAB (if applicable), TCRWP's Concepts of Print inventory, Phonics inventory, developmentally-appropriate sight word assessments. Students who arrive at later dates in the year are provided an opportunity to attend Saturday academy and other ELL enrichment programs such as music and athletic activities.
  
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.)  
Given the newest revisions and amendments to Part 154, bilingual and ENL teachers spend 50% of their PD hours on ELL related PDs. Classroom teachers spend 15% of their PD hours on ELL related PDs. ENL teachers keep and update a list of all ELL PDs available and offered by the ELL office at the NYC DOE. This list is then shared with bilingual and classroom teachers every week so these teachers can decide which ELL PD they wish to attend based on their ELL population and ELL needs. Moreover, once a month during Monday PDs, ENL teachers provide different PD opportunities that cover a range of ELL issues. We have hired an ELL coach, Mr. Flores to support the TBE and ENL teachers and to provide professional development for the entire staff, guidance counselors, special education teachers, psychologists, OT/PT, speech therapists, including secretaries, and the parent coordinator, Ms. Aponte, on second language acquisition. In addition, these staff members are included in PD on "Restorative Practices for Positive classroom management" that includes the goal of the establishment of procedures and expectations for student behavior that encourage the development of positive interpersonal skills in both students and in staff. Our ELL coach, Mr. Flores provides our TBE and ENL teachers with professional development that includes the alignment of second language acquisition stages and CCLS. Teachers of ELLs are invited to ELL-specific Teachers College calendar days to continue learning and growing professionally as a pedagogue in a Reading and Writing Project school. These PDs emphasize strategies to provide effective scaffolding and differentiation in order to create multiple entry points to grade-level TCRWP content for ELLs. Additionally, ENL and bilingual teachers are encouraged to pursue opportunities through the Office of English Language Learners and our R-BERNS at Fordham and NYU. After attending these PDs, ENL/bilingual staff turnkey materials and information both in person and via a shared Google Drive folder to ensure that their new knowledge is shared throughout the department and supports vertical and horizontal alignment and planning.
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?  
(answer included in question 1 response)
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our guidance counselor, Stephanie Nuñez, distributes information on dual language middle school programs to our 5<sup>th</sup> grade classroom teachers so that students are aware of the many language-learning options available to them. Students and parents also receive all information in English and in their home language and are provided with in-school and extracurricular support throughout the application and selection process. When ELLs attend interviews, they are given practice opportunities, previews of the kinds of questions and tasks with which they may be presented, and guidance around portfolio development and appropriate behavior and appearance for school visits.
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 F status ELL Coach, Mr. Flores, will provide TBE/ENL teachers with professional development every Monday and Tuesday in order to meet the 50% of total PD on ELL instructional strategies. All agendas are kept in the ESL room in a compliance binder. Bilingual/ENL teachers have the opportunity to participate in Teachers College study groups that focus on instructional strategies and curricular scaffolding and differentiation for ELLs. These teams also meet on a monthly basis to discuss student data and progress toward the next level of proficiency. Professional learning community meetings occur weekly and focus on case studies, noticings from intervisitations, and challenges that a teacher may have encountered in the classroom with respect to targeted language development.

## 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?

Each September/October ELL parents are invited to a workshop where they learn information about changes and/or amendments to CR Part 154, TBE and ENL programs as well as TBE program schedules. Teachers discuss the goals of the program and ENL/integrated ENL/HLA minute allocation. At this meeting ELL parents get ELL language development reports for their children. Such reports reflect 2015 NYSESLAT data. TBE and ENL teachers discuss with parents each of the language skills (listening, speaking, reading and writing) and provide feedback about the student's strengths and weaknesses, as well as further steps. Interpretation services are provided for parents whose language is other than English whenever needed. TBE and ENL teachers meet with ELL parents at least once a month (usually during parental engagement Tuesdays) to discuss their child's English language development across content areas. Teachers document all the meetings in forms of sign-in sheets and/or logs in which they outline the purpose of the meeting, and the outcome of the meeting. Last Tuesday of every month, during parental engagement, teachers provide parents with a list of resources that the parents can use to assist their children with homework as well as their language development.

### C. Parent Involvement

1. How does the school 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?

Parents are invited to attend ELL program orientation meetings during which programs available at the school to support ELLs are presented and explained in both English and Spanish. Every Tuesday teachers are required to set aside one hour for parent engagement time. During this time teachers speak with the parents of ELLs on students' academic and linguistic progress. Challenges around homework issues are addressed. Students' linguistic development in both Spanish and English and both short term and long term goals are discussed with parents. Parents are invited to workshops such as "Mommy and Me" during which our ENL teachers work with ELL parents on how to speak with and engage their children in instructional conversations.

(This is the response to Question 2 below)

All the records pertaining to parent outreach are stored in the compliance binder in forms of letters, phone call logs, emails, and in-person documentation (sign-in sheet). Qualified translator provides translation services when needed: parent letters and/or communication with the parents in person during school-based events (parent-teacher conferences, individual meetings with the teacher etc.). In September ELL parents are invited for ELL parent orientation. At this time parents learn of different ELL programs available to their children by viewing a short video that is available in their home language. At this time, or within 5 school days, parents have a choice of choosing an ELL program for their children. These are the programs that exist at the school: TBE and stand alone ENL. Once parents return their program selection forms, the initial parent choice is recorded in the ELL Parent Choice Update screen (ELPC) in ATS. After the initial parent choice is documented in ELPC, parents may change their choice at any time by writing to the principal or designee. All subsequent changes to parent choice, after capture of initial parent choice, can be made on the BNDC screen. The Parent Survey and Program Selection Form are completed and then placed in the student's cumulative folder (along with any subsequent written consent to change ELL program choice).

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. ELL parents are involved with PS369 in a variety of settings. In the 14-15 school year, the ENL team developed and ran a "Mommy and Me" ESL program for the parents of our Pre-K and K students wherein parents/families were invited for introductory ESL classes alongside their enrolled children during the parent engagement period each Tuesday. The parents of ELLs are also invited to volunteer in our classrooms to support programming like Cookshop and curriculum-based events like publishing parties. Our school leadership team also involves several parents of ELLs. Our parent coordinator, Ms. Aponte is bilingual and regularly has events that involve and engage the parents of ELLs throughout the year. This year she has sign up our school in the partnership with

Lincoln Center, Partnering with Family Links. Families can attend performances at Lincoln Center at a fraction of the cost. Every meeting is translated and our ELL families are participating in our Title 1 and on our SLT.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
PS369 is currently working with the CBO program "Bilingual Birdies" to provide intensive parent ESL classes over the summer. Our ELL families are included in our onsite dental service clinic, VNSNY also provides Family Focused Mental Health Services, ASPIRA serves our ELLs as part of our afterschool services, Roads to Success also provides afterschool expanded learning opportunities. The NY Cosmos engage our ELLs in soccer clinics that engage our ELL students in communicating and sharing their love of soccer to our monolingual students. MASA is a program that targets our Mexican families and involves home visits and also engaging our girls in robotics. Swim for life, Aquatics NYC, provides swimming lessons to our ELL 2 nd graders. ID NYC provides workshop for parents and provides them with appointments for municipal IDs.
5. How do you evaluate the needs of the parents?  
Parent needs are evaluated by our parent coordinator in collaboration with the ENL team through parent surveys. The parent coordinator is bilingual and provides translation services. Ms. Aponte interviews parents on a case to case basis in order to identify specific needs.
6. How do your parental involvement activities address the needs of the parents?  
Activities that teachers develop specifically address parents' varying needs. Every Tuesday teachers meet with scheduled parents to discuss their child's academic progress as well as English language development, if the child is an ELL. Activities that parents can actively participate and benefit from are: knitting club, cooking workshop, Zumba dance club and Mommy and Me ESL class for ELL parents among the others. For example, Mommy and Me class is specifically designed to meet the English language needs of ELL parents with small children. The class usually enroll 10 parents that can bring up to two children with them. The lessons are designed around the survival vocabulary and conversation skills. Listening and Speaking are the focus skills at the beginning levels of English proficiency. Zumba dance class is designed for parents who want to be active physically and stay in shape, while having fun. Knitting and Cooking clubs provide parents with the necessary life skills that parents may lack. These clubs are usually held once or twice per month. The frequency of classes may increase if parents would like so. Translation services are provided on an as needed bases by bilingual staff members.

#### **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:** Young Leaders Elementary

**School DBN:** 07X369

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)
Jaleelah Cooke	Principal		10/28/15
Vacancy	Assistant Principal		
Aiowa Aponte	Parent Coordinator		10/28/15
David Bit-Shamay	ENL/Bilingual Teacher		10/28/15
Arelis Martinez	Parent		10/28/15
Estefani Ventura	Teacher/Subject Area		10/28/15
Kiana Curry	Teacher/Subject Area		10/28/15
Caroline Ebrahim	Coach		10/28/15
Kerry McCormack	Coach		10/28/15
Stephanie Nuñez	School Counselor		10/28/15
Elisa Alvarez	Superintendent		10/28/15
Socorro Diaz	Borough Field Support Center Staff Member <u>                    District Z</u>		10/28/15
Alexis Keller	Other <u>ENL Teacher</u>		10/28/15
Juan Flores	Other <u>ELL Coach</u>		10/28/15
	Other <u>      </u>		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **07X369** School Name: **Young Leaders Elementary**  
Superintendent: **Elisa Alvarez**

### Before you begin, please check the following:

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

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

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

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

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

Parent language is determined through the Home Language Identification Survey (HLIS) and the parent survey distributed at parent orientations. We also track the information that is provided on Emergency Contact cards. The information from these sources is cross-checked with the language preference in ATS to ensure that the parents are receiving school information in the language they best understand and prefer. This information is then put in a spreadsheet and shared with each classroom teacher so that they are able to ensure that all parent communication is accessible to families. When new families arrive in the school, we ensure that the teachers' information sheets are updated with the necessary information. We have begun making efforts to check in and informally interview our parents in the community who list Spanish as their preferred language because, after several conversations, we learned that the low incidence language Mixteco is prevalent in this area and many parents (and children) actually speak it at home almost exclusively and do not have strong Spanish proficiency. Although we do not have parents who specifically opted to have information sent home in Mixteco (this would be challenging, given that the written variety has only been developed recently), an awareness of their language background helps us communicate with them more effectively in Spanish and provide appropriate supports for their child's language development. The parents' preferred languages for communication are Spanish, Sarahule, Malinke, Arabic, Dutch, Mixteco. Our parent coordinator is a key component in this assessment of language preference as she consistently communicates with families both in person, through phone blasts and through written communication this is backpacked home with the students. She helps hold everyone accountable in ensuring that teachers are communicating with families with the greatest impact.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Sarahule, Malinke, Arabic, Dutch, Mixteco

## **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.)

ELL placement letters (September & throughout the year as needed), ELL parent information (September and throughout the year as needed), report cards (1 per marking period, 4x per year), calendars (monthly), newsletters (monthly), parent-teacher conference announcements (at least one per marking period & throughout the year as needed), administrative letters (as needed), classroom parent letters (as needed), testing information (March/April), graduation information (June), middle school application information (January/February), after school/Saturday Academy information (September/October)

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.

Parents are invited to curriculum night that is held annually the first week of October. During this time parents get to interact with the classroom teachers and related service providers. At all times, when available, staff fluent in the parent's language is assigned to assist classroom teachers and related service providers. Parents also are invited to parent-teacher conferences that happen three times throughout the year. PTAs are held two, three times every few months. At each such event, parents are offered translation and interpretation services from bilingual staff and/or a certificated and qualified interpreter. Parents are kept informed about these and other school-based events through phone calls home made by a bilingual parent coordinator.

## **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 necessary documentation such as HLIS, parent newsletters, dates of important school-based events are translated in June of previous school year. Such documents may be edited as new information becomes available. Parents receive translated documents such as newsletters that reflect important dates and events at least two weeks prior to the events happening. In-school bilingual staff, Translation and Interpretation Unit and/or an outside vendor will provide the written and oral translations, if school staff and or TIU are unable to provide translation services for the language the parent speaks. Additionally, there are several members of our school community, such as our payroll secretary, our parent coordinator, and members of our bilingual team, who are responsible for translating written communication for the members of our family community. Staff members in need of written translation services, submit electronically their document to their allocated staff member at least two days before distribution. .

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 needs will be provided by the in-school staff, ITU member and/or an outside vendor. Our parent coordinator, school secretary special education coach and members of our bilingual team, consistently volunteer to participate in school events to help support in the translation. During Parent Teacher conferences, we ask our paraprofessionals and bilingual members of our afterschool Aspira staff, to support every teacher in need of a translator/ interpreter. We make a spreadsheet of every classroom in the school and ensure that there is one bilingual member of our school community partnered with a teacher. For those families who do not speak Spanish and are in need of interpretation services, we communicate in advance of their participation so we can be proactive in planning for our vendors.

#### **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.)

The school will ensure that every school staff is cognizant of how to use translation services. The school will provide the school staff with the "How-To" information guide on using the translation services and over-the-phone interpretation services. Each school staff will also receive a quick reference card that may be duplicated. Finally, the school will provide a PD early in September at which time all staff members will be presented with the information about translation and interpretation services.

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

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

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

#### Checklist of Notification Requirements

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

Language ID Guide is conveniently located behind the security desk so it is visible by parents as they walk into the school. Each teacher is provided with the TIU card that is readily available. A welcome poster and parents' bill of rights are displayed in the main office so both documents are visible by parents as they walk into the office. Office staff is trained to direct parents to carefully read the documents so the school staff is aware of how they can assist the parents.

School staff is responsible for providing each parent whose primary language is other than English language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

School staff will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. We have many opportunities to share information with families. Through our monthly Parent meetings with our principal, entitled "Coffee with Cooke", through PA meetings, and SLT meetings. At these various events, we provide a copy of the the A-663 regulations for our families. Additionally, we have added a link to this resource on our school website. Our school website is easily accessible in Spanish and is another way we communiatue with families about their rights, roles and responsibilities.

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

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

The parent coordinator (Aiowa Aponte) will collaborate with the ENL team to periodically assess parents' response to materials that are distributed and experiences at in-person meetings. When it becomes apparent that a teacher is faced with a communication challenge (e.g. few, if any parent notices returned or parent seems unaware of information that is shared), s/he has the responsibility to reach out to the parent coordinator and ENL team for assistance in facilitating the parent's language access in a more effective manner. At the mid point and end of the year, a parent survey is distributed so that the school can assess the extent to which parents feel that their needs are being met and make adjustments accordingly. In addition to our parent coordinator, our SLT members will work with our PA to distribute and collect feedback forms that will help us monitor the quality and availbilty of services. We will also keep these feedback forms on hand for all parent/family events such as Parent Teacher Conferences, Family Literacy Night, and Hot Cocoa night as those gatherings are often very well-attended and will allow us a greater opportunity to reach more of our families.