

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**10X382**

**School Name:**

**ELEMENTARY SCHOOL FOR MATH, SCIENCE, AND TECHNOLOGY**

**Principal:**

**AVON CONNELL-COWELL, PHD**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Elementary School for Math, Science & Technology School Number (DBN): 10X382  
Grades Served: Kindergarten to Fifth  
School Address: 125 East 181<sup>st</sup> Street  
Phone Number: 718 933 8061 Fax: 718 933 8157  
School Contact Person: Ms. Nordely Ramos Email Address: NRamos9@schools.nyc.gov  
Principal: Dr. Avon Connell Cowell  
UFT Chapter Leader: Mr. Michael Stochansky  
Ms. Eulascar Laville  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: Dr. Avon Connell Cowell  
Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Ana Veras  
Student Representative(s): Not Applicable  
\_\_\_\_\_

**District Information**

District: 10 Superintendent: Ms. Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza, 8<sup>th</sup> Floor, Bronx, New York 10458  
Superintendent's Email Address: Mmashel@schools.nyc.gov  
Phone Number: 718 741 5852 Fax: 718 741 7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Road, 8th Floor  
Director's Email Address: Jruiz2@@schools.nyc.gov  
Phone Number: 718 828 7776 Fax: 718 828 6280

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Avon Connell Cowell, PhD	*Principal or Designee	
Mr. Michael Strochanksy	*UFT Chapter Leader or Designee	
Ms. Eulascar Laville	*PA/PTA President or Designated Co-President	
Ms. Camille Gaetan	DC 37 Representative (staff), if applicable	
Ms. Ana Veras	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Chante Brown	Good Shepherd Services	
Ms. Victoria Frazier	Ps 382 Business Manager	
Ms. Quari Martin	Member/ Parent	
Mr. Dennis Laville	Member/ Parent	
Ms. Bria Acosta	Member/ Parent	
Ms. Jacqueline Delaney	Member/ Teacher	
	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 Comprehensive Educational Plan

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

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

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

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

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



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 382, which began in September 2008, is a small school co-located on the Creston Campus with PS 386 and MS 447. Our school aims to provide academically rigorous curricula with a strong emphasis on mathematics and science, to help students become critical thinkers and problem solvers, while being responsible citizens in the twenty first century. In the first five years of the school's existence, we had experience consistent gains in student achievement in literacy, math and science, as measured by the state assessments. Although the 2014 Common Core Aligned assessments indicated a significant decline in the number of students meeting grade level expectations, we are confident that current instructional and organizational supports will, once again, yield consistent gains in student academic achievement.

At PS 382 we believe that students need to be socially and emotionally secure in order to learn. Hence, to support students' social and emotional well-being, PS 382 has instituted an Adopt a Child Program for students who have lost a parent through death or incarceration, who are currently living in temporary housing, or, who are in foster care. As part of the program, with the parent or guardian's consent, staff members "adopt" these students, spending non instructional time with them, such as taking them to lunch during recess and on other excursions, such as shopping, visiting the cinema or museums on the weekends, and celebrating special events and milestones. School-wide, students also receive consistent guidance lessons from the school counselor. For example, third grade students are currently learning executive functioning skills, while fifth grade students are learning about personal hygiene, and preparing for adulthood through college and career readiness.

Organizationally, PS 382 teachers continue to have daily common planning times in grade bands: k – 2nd and 3rd – 5th, allowing for collaboration within and across grades. Cluster teachers also push in 3rd grade daily for RtI support for at least 2 hours. Teachers will continue to have the weekly support of Generation Ready Consultants who facilitate weekly grade meetings in literacy and math. During said meetings teachers create unit and differentiated lesson plans, analyze students' work samples, create child friendly rubrics to assist students in self- monitoring, norming writing samples and other professional work and inquiry. Although our students consistently do well in science, with at least 75% of our students meeting or exceeding grade level expectations, we continue to struggle with students poor comprehension skills, which impede not only their literacy learning, but all content areas.

During the last two school years, PS 382 began using the Sheltered Instruction Observation Protocol (SIOP) model lesson planning template to develop more thoughtful lesson plans, designed to support students who are English Language Learners meet the language objectives, and help teachers focus on connecting students' previous learning to the current lesson. We also launched the use of Thinking Maps school wide to provide the students with the tools they need to appropriately access the eight cognitive processes in which learners engage. We are continuing both initiatives for the 2015 - 2016 school year to strengthen teachers' capacity to support the students' learning as well as developing students' independence to self-select the appropriate tools for the learning tasks. Regarding Thinking Maps, eight full time staff members and one consultant have been certified and are able to support their colleagues in effectively using these mid-range tools to improve students' learning outcomes.

Regarding instruction: our biggest challenge for the past three years has been the changes in grade level expertise, as more than 25% of the instructional staff has been on maternity or child care leave. We continue to experience this challenge as teachers are extending their leave for the 2015 – 2016 year. Subsequently, these changes have a big impact on instructional practices as it disrupts the consistency in the classrooms and can sometimes be stressful for students. For the 2015 – 2016 school year, we anticipate that teachers will remain in the grade they taught in the 2014 – 2015 school year. Therefore, our current organizational structures provide opportunities for frequent collaboration among the instructional staff, consistent professional learning support, and timely and effective feedback on instructional practices.



## 10X382 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	283	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	92.3%	% Attendance Rate		92.6%
% Free Lunch	93.3%	% Reduced Lunch		3.0%
% Limited English Proficient	28.6%	% Students with Disabilities		13.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		23.9%
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		11.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.3%	Mathematics Performance at levels 3 & 4		19.9%
Science Performance at levels 3 & 4 (4th Grade)	76.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

School level assessment data, such as the Number Fluency Assessment (NFA) in Math, Fountas & Pinnell Literacy Assessments, end of unit assessments and performance tasks, and state assessment data revealed that although students are able to read at high levels, poor vocabulary development and lack of strategies for close reading of text impede their abilities to interact with, engage in, and critically think about what they have read, and identify key problem solving strategies to improve comprehension. Therefore consistent use of Thinking Maps in all content areas will help students in developing strategies for closer reading of text in order to help students develop their reading comprehension skills.

### Part 2 – Annual Goal

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

By June 2016, students will demonstrate a 25% increase in the ability to critically engage and think about text by focusing on vocabulary development and close reading strategies through the use of the SIOP planning model, Thinking Maps and Wordly Wise 300, measured by the Number Fluency Assessment and Common Core Aligned comprehension and writing rubrics.

### 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 supporting their understanding of Rigorous Instruction and the Common Core 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?</b></p>
<p>There will be a regular inclusion of content and language objectives in weekly lesson planning and implementation, and in unit plans.</p>	<p>English Language Learners &amp; Students with Special Needs</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers; Generation Ready consultants</p>
<p>Key vocabulary will be explicitly linked with past experiences and past learning. A variety of questions or tasks that promote higher level thinking will be incorporated.</p>	<p>English Language Learners &amp; Students with Special Needs</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers; Response to Intervention (RtI) teachers</p>
<p>There will also be frequent opportunities for discussion of concepts and topics among students, requiring them to cite evidence or share strategies.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>All students</p>
<p>Workshop for parents on the use of the Thinking Maps to support students' learning</p>	<p>Parents of Kindergarten &amp; Newly Registered Students</p>	<p>October 2015 – May 2016</p>	<p>Generation Ready Consultants, classroom teachers, certified TM cluster &amp; classroom teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Tax levy resources will be used to train at least 2 ESL certified teachers in the use of Thinking Maps – Path to Proficiency; Title I and Tax Levy funds will be used to pay Generation Ready consultants who provide weekly in school professional development support and training; grade bands (k – 2nd &amp; 3rd -5th) have similar preparation periods each day to provide more opportunities for teachers to plan both across and between grades.</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>										
X	Tax Levy		Title I SWP	Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	SIG/SIF		PTA Funded		In Kind		Other

## **Part 5 – Progress Monitoring**

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

By the completion of the third literacy assessment round, which will be 19th February 2016 and the second Number Fluency Assessment (NFA), which will be 15th January 2016, we anticipate 12.5% of the students in 3rd to 5th grades will be demonstrating progress towards this goal, as measured by the comprehension and writing rubrics, and the NFA data.

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS 382 has consistently participated in the Positive Behavior and Interventions Support (PBIS) program since the school’s inception in 2008. Students are taught the expected respectful, responsible and safe behaviors in the different areas of the school and are rewarded for consistently demonstrating them; students set behavioral goals and work towards them throughout the school year. Students also consistently participate in guidance and Respect for All lessons, provided by the school counselor and their classroom teachers, where they learn to make responsible and safe choices, and respect each others culture, beliefs and uniqueness; they are also taught to identify actions by adults and peers that are deemed disrespectful, unacceptable, and unsafe towards them. Such practices have resulted in a steady yearly decline in the number of disruptive and unsafe incidents that have occurred in our school as is evidenced in the Online Occurrence Reporting System (OORS). We, however, continue to struggle with the two percent of students who require the highest levels of intervention and supports in order to make responsible and respectful choices for themselves, and towards staff members and peers. Currently, students requiring these levels of intervention and support participate in a daily program during lunch where they are practicing self-monitoring techniques to help them realistically monitor, reflect upon, and practice strategies for improving upon their behavior. We have incorporated more parental support for those students by articulating with their parents daily, either orally or in writing, and most parents have been responsive and proactive by visiting our school frequently, to support their child.

### Part 2 – Annual Goal

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

By June 2016, there will be a 30 per cent decrease in off task behaviors of TIER III students as measured by their self-monitoring tracking reports and teacher feedback.

### Part 3 – Action Plan

<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> <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 supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Daily progress monitoring and supports.	Tier III students	September 2015 – June 2016	Mr. Sakho & Ms. Germaine Ruiz
Push in support in the classroom and small group at risk counseling session to help students monitor their behaviors	Tier III students	September 2015 – June 2016	Ms. Germaine Ruiz
Quarterly meetings with support team, including students and parents, to discuss students' progress and determine next steps.	Tier III students	September 2015 – June 2016	Dr. Avon & Mr. Sakho

#### **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.											
Tax Levy funds will be used to pay teachers working with the students before and after school; monthly meetings will be held with student support team during the parent engagement time on Tuesday afternoon.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By 31 <sup>st</sup> January 2016, Tier III students will be able to participate with Tier I students in at least one school wide procedure, for example, morning line up, lunch or dismissal, daily, without requiring individual or small group supervision.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

From the school’s inception in September 2008, teachers have consistently participated in collaborative learning to improve their professional practice, set, monitor, and revise professional and school wide goals. By consistently looking at students’ work samples and running records across and between grades, we were able to identify students’ poor comprehension skills due to a lack of vocabulary development, the inability to respond appropriately to text, and to think critically regarding mathematical challenges. Weekly grade team meetings are intended to develop teachers’ professional capacity as they allow the teachers to collaborate with colleagues to enhance their professional practice when they create unit and lesson plans, and use data to plan differentiated learning activities; participate in making and implementing school wide decisions when they collectively analyze students work and determine the learning needs of the students, normalize writing samples, create rubrics, etc.; use observations of colleagues to improve their teaching when they participate in demonstration lessons, inter-visitations and lab sites, reflecting on the observations, giving feedback to their colleagues, and identifying strategies that may be effective in their own classrooms; contribute to the learning of other educators because they consistently discuss and reflect on their practice.

Weekly grade team meetings provide the forum for discussing trends in practices based on informal observations, formative assessment on students’ behaviors as evidenced by conferring, observations, feedback from related services providers, and notes from parents. The frequency of the grade meetings allows for discussions about these observations and the opportunities for revising curricula and instruction as needed. For example, we modified the third literacy unit plan on the third grade based on student performance on and understanding of the unit. We have also modified the math curriculum (TERC investigations, engageNY; Math in the City) to focus on units that are more prevalent on the state assessments to ensure that students have ample time to learn these concepts prior to the test.

The weekly professional learning sessions on Monday afternoons provide opportunities for more collaboration between all instructional staff, as well as differentiated professional development support. With our school wide implementation of Thinking Maps-Path to Proficiency, Monday PD sessions allow for teachers to thoroughly examine how to use these tools effectively in all content areas to support all learners, but particularly our English Language Learners and our students with special needs. To this end, we will now implement an extension of the Thinking Maps work, which, is a study of the ‘Path to Proficiency’. Students’ work samples are analyzed to determine Thinking Maps effectiveness in developing students’ vocabulary, their close reading of text, and their usage of these tools to organize their writing.

Changes in staff schedules due to maternity and child care leave continue to impact our school. As a result a lack of consistency has been experienced by specific grades. Hence, teachers are performing at different levels of expertise based on their previous experience with the grade level, which affects their efficacy in different content areas.

### Part 2 – Annual Goal

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

To continue to improve the culture of collaboration amongst the pedagogical staff in order to refine their instructional practice. By June 2016, all teachers will have participated in at least 40 hours of professional development support centered on developing their capacity to effectively differentiate the use of the Thinking Maps for our English Language Learners, as demonstrated in the students' independent use of the Thinking Maps to support their close reading of texts.

**Part 3 – Action Plan**

<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> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All teachers will participate in bi - monthly 80 minute professional development in effective use of Thinking Maps, particularly using the TM Path to Proficiency for English Language Learners to develop teacher capacity to provide effective instruction for English Language Learners.	All teachers	September 2015 to June 2016	Generation Ready Consultants; TM certified staff members
Weekly grade team meetings in literacy and math: planning & analyzing students' work; norming writing samples; etc.	Classroom Teachers	September 2015- June 2016	Generation Ready Consultants
Teachers will participate in peer observations to share best practices in different areas of expertise.	Classroom Teachers	January – June 2015	Principal and Generation Ready Consultants

**Part 4 – Budget and Resource Alignment**

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

Title I funds have been used to retain the services of the Generation Ready Consultants; prep schedules allow for daily common planning between and across grades

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

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

**Part 5 – Progress Monitoring**

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

By 31st January 2016 all teachers will have participated in at least 20 hours of Thinking Maps – Path to Proficiency training; there will be evidence of the differentiated use of the Thinking Maps to support our English Language Learners and students with special needs, as evidenced by the learning environment, classroom observations and students' work samples.

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

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The principal leads by example by participating in professional development sessions, modeling writing units and lesson plans, providing feedback on unit and lesson plans written by grade teams and providing demonstration lessons.

This will be our third year of implementing Thinking Maps throughout the school. We have made consistent progress largely due to the Principal’s leadership. She is highly conversant in this method of supporting instruction, which serves as a model for teachers’ own learning.

Although the school has provided a lot of professional development for teachers and staff, we are still struggling with seeing the teacher support translated into a higher academic success as measured by the NY State Assessments, due in part to high staff turnover because of maternity and child care leave, and a percentage of staff members who are not delivering effective instruction regularly.

### **Part 2 – Annual Goal**

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

To continue to improve teacher instructional practice as measured by the Danielson Framework through consistent observation of all classroom teachers during at least three cycles of observation providing focused, specific and timely feedback, beginning September 2015 until June 2016. By June 2016, the 10 % of the teachers currently developing will be rated effective, as measured by the Danielson Framework for Teaching.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</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?</b></p>
<p>Providing demonstration lessons and content-focused coaching as well as needs-based professional learning opportunities in literacy, mathematics, and Thinking Maps, with a special focus on meeting the needs of English Language Learners.</p>	<p>Developing Teachers</p>	<p>September, 2015 to June, 2016</p>	<p>Dr. Avon , Generation Ready Consultants</p>
<p>Analyzing assessment data (including sub-group data) and samples of student work in order to make instructional decisions for individuals and small groups and to determine targeted professional learning supports.</p>	<p>All teachers</p>	<p>September 2015 to June, 2016</p>	<p>Dr. Avon &amp; Generation Ready Consultants</p>
<p>Allocate additional staff to specifically address areas that have been identified through assessment data as being in the greatest need. For example, targeted Rtl support in literacy</p>	<p>Rtl Teachers</p>	<p>September 2015 to June 2016</p>	<p>Dr. Avon &amp; Generation Ready Consultants</p>
<p>Developing teacher leadership capacity through participation in the Danielson Framework for Teaching Cluster Pilot</p>	<p>Ms. Biden, Ms. Bolski, Ms. Sullivan &amp; Ms. Veltidi</p>	<p>October 2015 to January 2016</p>	<p>NYC DoE Personnel, Dr. Avon</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>Title I funds will be used to pay for Generation Ready Consultants; schedule will accommodate collaborative planning as teachers have common preps in grade bands.</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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By 31<sup>st</sup> January 2016, all teachers will have received at least 2 evaluative observations and feedback as measured by the Danielson Framework and recorded using the ADVANCE system; all teachers will also receive at least 2 formative observations and feedback based on school wide learning walks.

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

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS 382 has always had a high parent attendance rate at parent teacher conferences, with more than 85 % of our parents attending the fall and spring conferences during the 2014 – 2015 school year, as is reflected on our sign in sheets. With the City-wide Parent Engagement Initiative, which began in September 2015, there have been modest but inconsistent gains in other parent events . One of our ESL teachers will continue to teach an ESL class for parent and students on Tuesdays. Our ESL/art teacher opened an art gallery in 2015 to showcase the students’ art work; parents will continue to be invited by grades to visit the art gallery and to try to create their own interpretation of the students’ work being displayed. Our partnership with Fan4Kids will continue to host parent events during and after school. Grade teams will continue to facilitate series of workshops on relevant topics, dealing with supporting Thinking Maps usage at home; understanding the Common Core; technology usage to support learning; activities and games to support math learning, etc. The parent engagement time will continue to be publicized in our monthly letter and calendar, and parents have also been encouraged to use the said time to visit our school to share any questions or concerns they have.

### Part 2 – Annual Goal

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

To consistently improve the number of parents participating in school wide activities each month to at least 20 percent of the student population, as is measured by the attendance sheets and Parent Communication Logs

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue hosting monthly Breakfast with the Principal meetings for parents on the first Friday of every month.</p>	<p>All parents</p>	<p>October 2015 – May 2016</p>	<p>Dr. Avon &amp; Ms. Ramos</p>
<p>Weekly ESL parent –Child Workshop</p>	<p>ESL parents</p>	<p>November 2015 – April 2015</p>	<p>Ms. Lee, Ms. De Oleo &amp; Mr. Gilbert</p>
<p>Grade level workshops for parents</p>	<p>Parents for students on the grade</p>	<p>November 2015 – May 2016</p>	<p>Classroom &amp; Cluster teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	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>The parent engagement time allotted by the DoE will be used to provide the services and support for parents; Tax Levy funds will be used to pay school aides to call parents before and after-school, reminding them to attend these events, and to prepare invitations for the various activities to which parents are invited; Tax Levy and Title I funds will be used to pay consultants who support teachers with the planning of the parent events; Tax Level funds will be used to continue</p>

to support the Fan4Kids program. By 31<sup>st</sup> December 2016, sign in sheets will be checked to ensure we are on target to meet our goal. If we are not on target, special invitations will be mailed to the targeted parents for the next event.

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<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>	Students performing at least 2 reading levels below the current grade level benchmark in literacy.  For 3 <sup>rd</sup> – 5 <sup>th</sup> grade students: results from the NY State ELA Test	FastForWord computer-based literacy intervention program  Literacy intervention using Fountas & Pinnell Literacy Intervention System	Students independently use laptops to complete the differentiated task.  Small group instruction	At various times throughout the school day based on the students' grade.  Three to five times weekly.
<b>Mathematics</b>	Students not meeting grade level expectations based on NFA data  For 3 <sup>rd</sup> – 5 <sup>th</sup> grade students: results from the NY State Math Test	Rtl math support  ST Math Math – computer based differentiated program  Websites that are NCTM aligned, such as Thinkingbocks.com	Small group support  Small or whole group, as needed  Individual activity based on student's ability	During the school day  During the school day  During the school day; students are also encouraged to try the activities at home, if they have access to a computer
<b>Science</b>	End of unit assessment; for 4 <sup>th</sup> grade students: results from the 4 <sup>th</sup> grade science test	Additional instruction/activities as needed, provided by the science cluster	Small or whole group, based on assessment data	During the school day
<b>Social Studies</b>	Unit assessments; conferring notes	Re-teaching provided by classroom teacher	Small group	Once per week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Information from parents, school staff, and other agencies such as CPS/ACS	Grief counseling  Students with open ACS cases meet with their case worker periodically; the caseworker meets with our school	Small Group  Individually or with siblings  Individually or small group	During the school day  During the school day  During the school day

		<p>counselor to discuss ways in which the school can also support the child in all areas to help meet the academic expectations. The school's social worker works with the school psychologist and the school counselor in providing supports for the student and his/her family.</p> <p><b>School counselor meets with students whose social development often impedes his/her academic progress. She teaches</b></p>		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All instructional staff members are highly qualified based on the 2014 BEDS

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Consistent professional development support is provided to all instructional staff in the following ways:</p> <ul style="list-style-type: none"> <li>• Generation Ready consultants in math and literacy facilitate weekly grade meetings where teachers plan instructional units, review assessment data and student work, plan differentiated lessons; review professional resources; provide demonstration lessons and plan lab sites in different content areas.</li> <li>• Other classroom teachers, who, in addition to teaching art, physical education, science, and technology, provide RtI support to students identified of needing such services. Specialty teachers meet every two weeks, with the principal and Generation Ready consultants to learn and discuss strategies for RtI support, review and discuss student progress in RtI groups based on observations and conferences, make changes as necessary.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

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

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

PS 382 does not currently enroll preschool students. For kindergarten students, however, parents and children are invited to an orientation meeting at the beginning of the school year where they remain with the students for the half day, visiting the classrooms and participating in the daily routines. Early childhood parents are invited to many activities with their child throughout the school year.

**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.

All teachers consistently participate in weekly on site professional development sessions. Some of the meetings involve collaboratively planning units of study and creating assessments and rubrics, aligned to those specific units. Assessments are created based on the CCLS. Once tasks are complete teachers norm the work, identifying different levels of instructional support that are needed

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	255,507.00	X	5E, 5D, 5C
Title II, Part A	Federal	85,653.00	X	5C
Title III, Part A	Federal	11,200.00	X	5E
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	1,745,677.00		5B; 5C; 5D
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**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

**Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

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

**PS 382X: Elementary School for Math, Science & Technology** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**PS 382: Elementary School for Math, Science & Technology Family Contract**

The Citywide Standards of Discipline and Intervention Measures issued by the New York City Department of Education is the governing guide for students’ rights, responsibilities and behavior. The NYC Family guide includes parental rights and responsibilities. Upon enrollment at PS 382, you will be given a copy of each. Please review with your child(ren) as we expect strict adherence to these guidelines.

This contract between PS 382: Elementary School for Math, Science & Technology and our families reflect our commitment to developing positive relationships, accepting responsibilities for our actions and respecting each other and the environment.

As a parent/guardian at PS 382 I AGREE to the following responsibilities:

- } I will follow and uphold the NYC DoE’s discipline code & PS 382’s policies and procedures (see attached).
- } I will make sure my child comes to school on time, in uniform, tidy and ready to learn. I will pick up my child promptly at dismissal.
- } I will assist my child with homework assignments; I will make sure homework is legible, clean and submitted when it is due.
- } I will be courteous and respectful when interacting with all members of the school community – teachers, administrators, support staff, and other parents/guardians.
- } I will work with my child to support the behavioral expectations required by the school.

As a student at PS 382 I AGREE to following responsibilities:

- } I will come to school daily, in uniform, on time, and ready to learn.
- } I will follow the rules of my class and the school.

} I will not use any parts of my body or any of my words to cause harm to my classmates, teachers, parents or anyone in my school.

} I will take my class work and homework seriously; I will work hard to complete all my assignments.

} I will respect my environment by not littering and not defacing or destroying school property.

I understand that I must agree to all the terms of the contract in order for my child to attend PS 382. I also understand that if we do not follow the terms of the contract my child may be ineligible to attend PS 382: Elementary for Math, Science & Technology.

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Child's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Name & Signature: \_\_\_\_\_

Parent/Guardian's Name & Signature: \_\_\_\_\_

Dr. Avon Connell-Cowell, Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**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>Elementary School for Math, Sc</u>	DBN: <u>10X382</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</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: P.S. 382 enrolls 284 students. We currently have 74 English Language Learners (ELLs) in grades K-5, which represents 26.1% of our school's population. Based on this year's human resources and budget, this year's program will cater to students in grades 1 to 5.

- Looking at the data breakdown in the AMAO estimator tool, ELLs in all grades have made progress on the New York State English as a Second Language Achievement Test (NYSESLAT). On the New York State English Language Arts and Mathematics assessments, however, our ELLs have scored a level 1 or 2. These scores, combined with not achieving a proficient level on the NYSESLAT, and for some students having a low attendance, have flagged our ELLs as at-risk level 3 or greater. Based on this data interpretation as well as school collected data, the ESL certified teachers in conjunction with the classroom teachers determined that the ELLs in these grades would best be served with a direct instruction supplemental program focused on literacy and language.

- The direct instruction supplemental programs for ELLs will be offered in English and facilitated by an ESL certified teacher. We will continue to offer each program in a small group format. The program for each group will have a cap of 15 specifically selected students. The program start date is tentatively scheduled for the week of January 5, 2014 and run until the week of May 30, 2015.

- The program for grades 1 and 3 students will meet on Wednesdays from 3:00 P.M. to 4:00 P.M. Our grade 1 and 3 ELLs struggle with writing. This program will use photography to offer them a different perspective on how to view the world and through learning about picture taking, develop storytelling skills. The required supplies for this program are digital cameras, SD cards, rechargeable camera batteris, phot paper, color ink, phot mats, and writing materials (paper, pen).

- The program for grades 2 and 4 students will meet on Wednesdays and Thursdays from 3:00 P.M. to 4:00 P.M. Our grade 2 ELLs and select grade 4 ELLs struggle with speaking and writing due to a limited vocabulary and general mainstream American cultural knowledge. This program will be based on the use of art prints, art production, and the Grade 2 NYC Social Studies Scope and Sequence as prompts to generate discussion, vocabulary building, and narrative writing pieces. This program will require art prints, art materials (paints, paper, and other coloring media), writing materials (notebooks, pencils, pens), photo paper, and color ink.

- The program for grade 4 students will meet on Wednesdays and Thursdays from 8:00 A.M. to 8:35 A.M. The grade 4 ELLs are not meeting grade level expectations in reading and writing. Students will engage in additional opportunites for text interactions through close reading activities and generate appropriate responses to text-based prompts. The required supplies for this program are classroom access to [www.readinga-z.com](http://www.readinga-z.com) and [www.raz-kids.com](http://www.raz-kids.com), printing paper, laser printer toner, and writing materials (paper, pencils, pens).

- The program for grade 5 will meet on Thursdays from 3:00 P.M. to 4: 00 P.M. This grade has the highest percentage of students who had low achievement on the New York State English Language Arts and Mathematics assessments and made no progress on the NYSESLAT. However, with the success that have been generated from prior years, grade 5 will continue to have a program that makes use of script writing and film-making to refine their narrative skills. Students will develop a greater manipulation of

### Part B: Direct Instruction Supplemental Program Information

theme, characterization, conflict, setting, and point of view. The required supplies for this program are recording camers such as the Flip, SD cards, rechargeable camera batteries, laser printer toner, printing paper, and writing materials (paper, pens).

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Teachers participating in the Title 3 program will meet once a week to plan and prepare for their program.

- Under the current teacher contract, Mondays are set aside for school wide professional development. Thinking Maps consist of 8 tools tied to a specific thought process. They form a visual language that allows students to comprehend and respond to information with which they are engaged. As the school is in its second year of Thinking Maps implementation, every other Monday, since the start of the 2014-2015 school year, all staff have been engaged in professional development to develop greater fluency in the use of Thinking Maps.

- This year, the Thinking Maps implementation is beginning to look at the use of these maps in combinations as well as how they can be used with increasing the academic participation of ELLs and SWDs. Since all teachers will be using Thinking Maps in their classes, Thinking Maps will become a common visual language that all ELLs and SWDs will be familiar with. As such, this will allow them to lower their affective filter and increase their confidence in participating in class. Furthermore, Thinking Maps, because they are visual tools, they allow for multiple entry points for ELLs and SWDs to participate. Teachers will be looking at how these tools can be applied to ELLs at each level of English language development.

- These sessions will continue until the end of the 2014-2015 school year and are facilitated by a Thinking Maps trainer. Title 3 funds are not used for this purpose as it is currently covered by Title 1 funds.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ The ESL coordinator has begun to meet with staff regarding the planning of sessions that address how parents can support the learning of their children. At this time, a large concern that parents have expressed is how to help with homework. The teachers involved with the Title 3 program will hold meetings for parents on homework help. The schedule is currently being worked on but such meetings will be held on Tuesdays during the parent-engagement time.

- Parents will be notified of these meetings through three methods: school's monthly calendar (sent

**Part D: Parental Engagement Activities**

home with each child at the beginning of each month), attendance at the monthly Breakfast with the Principal (first Friday of each month), and through flyers about the meetings that are posted on the school's doors at least 2 days before the scheduled meeting.

- All notifications are in English and Spanish. The meetings are conducted in English and Spanish. Typically, either the Parent Coordinator or a Spanish speaking aide is in attendance to translate. Our parents and guardians who have a language other than English or Spanish often speak English as an additional language. They still retain their right to have a translator at meetings. Provided that they make a request prior to the meeting, the school will obtain interpreter(s) for the appropriate language(s).

**Part E: Budget**

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

Allocation Amount: \$11200

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>382</b>
School Name <b>Elementary School for Math, Science &amp; Te</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>Avon Connell-Cowell</b>	Assistant Principal <b>Michael Dong</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Madonna Lee</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>279</b>	Total number of ELLs	<b>59</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	59	<b>Newcomers</b> (ELLs receiving service 0-3 years)	40	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	19	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	40		6	19	4		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: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		15	8	9	8	13								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2			3								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	0	0	0	0
4	15	1	2	0	0
5	11	3	1	0	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	6	0	3	0	0	0	0	0	0
4	15	1	4	0	0	0	0	0	0
5	12		5		1	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	2		8		7		3		0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Multiple tools are used to assess students' progress in literacy. The whole school uses the Fountas and Pinnell Literacy Assessment System to measure student's independent & instructional reading levels. An add-on component, created by an AUSSIE consultant, is a reading strategies checklist, which looks at students' use of reading strategies (predicting, questioning, visualizing, summarizing, and thinking aloud). Students are also assessed with a writing assessment, which measures students in ideas & voice, organization, language features, revision, and conventions. Assessments specific to K-2 students are checklists of emergent reader characteristics, alphabet letter & sound recognition, and sight word recognition. These diagnostic tools are used at least 4 times a year. The data that is collected is further analyzed at grade level teams to form small group/guided instructional targets, interventions, and centers that are necessary to assist students' learning and growth. Based on the data available, while students are generally instructionally reading below grade level, they still make growth. Writing is an area in need of further support and development
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Including the NYSITELL results of the current year's newly admitted students, there are 13, 17, 13, 32, and 5 ELLs at the Entering, Emerging, Transitioning, Expanding, and Commanding levels of English proficiency, respectively. From Kindergarten to Grade 5, there are a larger number of ELLs at the Emerging and Transitioning levels of English proficiency combined than there are at the Entering level. The number of students at the Emerging and Transitioning levels are similar to the number of students at the Expanding level. Looking at the raw score breakdown, reading and writing continue to be the area in need of additional instruction for our ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 No data is available. The AMAO tool is incompatible with the data set regarding the new levels of English language proficiency.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Regarding ELLs in the grades that culminate with a NYS assessment, a large proportion of the ELLs scored at a level 1 and 2 in both ELA and Math. Regarding Grade 4 ELLs and the science assessment, 15 out of 20 students scored a level 2 or 3. One ELL took the Math assessment in her native language and scored a 1. Overall, ELLs are not finding much success as determined by the NYS ELA and Math assessments.

Our school does not currently administer the ELL Periodic Assessment.

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*.]

In an RtI framework, there are 3 tiers of instructional support. Tier 1 is a strong core instruction in which all ELLs participate. ELLs are assessed periodically using the Fountas and Pinnell Benchmark Assessment System in literacy. The results of this assessment allow staff to see students' advancement in word reading, fluency, and reading comprehension. The results are used to form student groups for guided reading and targeted skill instruction, determine small group foci, determine whole group language foci and types of questions to ask in daily instruction, and design appropriate literacy tasks and literacy center activities. Spelling and vocabulary are assessed through a sight word recognition task or an assessment from a curriculum such as Wordly Wise. This data alongside informal observations gathered from classroom interactions and homework are used to design literacy center activities and individualized word/vocabulary lists and homework.

Data on students' writing are gathered from their writing unit's final product as well as observations made through individual student conferences. While data gathered during the process of the task is used immediately to provide feedback to students on how to improve their writing for the particular unit, the final products provide insight on how instruction can proceed for the following units of study. Immediate feedback follows the individual student conferences and the instruction is adjusted for the students through these conferences in the forms of what their next steps in writing will be. For example, through the conference, the student may be redirected to enhance their writing by adding relevant details that communicate their desired visual and sensory image. The data would further allow staff to form guided writing groups and develop writing foci. As a whole, including the final product, the data will allow staff to see how instruction for future writing units can be modified or provided a scaffold to support students' writing progress. Data would be used to develop whole group writing lesson objectives and tasks.

The Number Fluency Assessment is used to gather students' advancement in mathematical concepts. Results from the assessment help staff to determine math center activities.

The RtI Guide for Teachers of ELLs acknowledges, "In serving ELLs, the first focus should be on improving the quality of core instruction and making sure that most students have ongoing, high-quality opportunities to learn and are succeeding." While we continue to modify and improve Tier 1 instruction for ELLs, the abovementioned literacy data is still used to determine if ELLs need additional assistance. Based on the gathered data, ELLs may be placed in additional small group instruction where they work with a designated RtI educator on the focus skill/task or engage in Scilearn's Fast ForWord online program.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
All staff is involved in the use of the SIOP model for lesson planning and therefore, beginning to develop language objectives to help focus the lesson on language that will enable an ELL access to the curriculum.  
As NYS has released a scale of language proficiency for the Common Core Learning Standards, the ESL teachers will work to communicate with staff how these progressions can be used to assist students in their second language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of the school's ELL programming is evaluated primarily using the NYSESLAT results. The results of the NYSESLAT are analyzed to see the percentage of students who test proficient and those who were able to advance their proficiency level within their respective grade span. NYS ELA and NYS Math assessment results are also used in determining the success of ELL instruction. An additional tool we use are the school's data collected from the Fountas & Pinnell Literacy Assessment System. It is used to determine the extent to how much progress students have made regarding reading comprehension and meaning making in English.

## 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.

Beginning this school year, the initial ELL identification will proceed per the outline provided in the English Language Learner Policy and Reference Guide. During the registration process, parents/legal guardians will complete the Home Language Identification Survey (HLIS), which includes an interview with the student and parent, to determine the student's home language. A licensed pedagogue (Madonna Lee/Marguerite Douglas/Michael Dong, all are TESOL certified) will assist the parent/legal guardian in completing the HLIS as well as conduct the interview. The Translation and Interpretation Unit will be called to provide over the phone interpretation services. It is understood by the pedagogue involved in the process that home language determination is not based solely on the responses to the HLIS questions but also the responses in the interview. Once a student's home language has been determined as other than English, the student will then be eligible to be administered the NYSITELL. This process applies to all students who are enrolling as a new student to New York City and was never in a New York City or New York State public school and those who are enrolling as former New York City or New York State public students. Students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years will complete this process. Students who have been in a school outside of NYC and/or NYS for less than 2 years should be continuing their ELL status.

For students who transfer from another NYCDOE school, provided with biographical information, an ATS user will check the student's test history to determine if the student will receive ENL services.

For students who are coming from a New York State public school, the student's prior school will be contacted for information to determine if the student will receive ENL services.

The ELL identification of students who are continuing at the school from the prior year will be determined by the RLAT report from ATS. This report provides information on students' English language proficiency levels as determined by the NYSESLAT.

NYSITELL eligible students will be administered the placement exam within the first 10 days of their first attend date. The answer document will be scanned within 10 school calendar days of the student's first 10 school days of enrollment. Once the assessment results have been provided, parents will be notified of their child's ELL status. Within 5 school days, parents will receive either a letter of entitlement or non-entitlement. Parents of students who remained with the school from the prior year, transferred from another New York City or New York State school, and are still entitled to receive ENL services will be sent a letter of continued entitlement. Students who are determined to receive ENL services and have a home language of Spanish will also be administered the Spanish LAB.

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).

In addition to the procedures as outlined for the initial ELL identification process, students who are newly identified ELLs and in grades 3 to 5 and are at the beginner/entering or low intermediate/emerging level of proficiency will proceed with the SIFE identification process. An oral interview questionnaire will be administered to the student. A decision of conferring SIFE status will be determined based on the results of the questionnaire.

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

Newly enrolled students with IEPs will proceed with the identification process outlined above. However, their NYSITELL eligibility must be based on the determination of a Language Proficiency Team (LPT) which will consist of Michael Dong (assistant principal), Madonna Lee (ENL teacher), Michael Stochansky (IEP Teacher), and the child's parent. The LPT will consider evidence of the student's English language development, including, but not limited to the HLIS questionnaire and interview, student's history of language use in the school, home, and community, 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, and information provided by the Committee on Special Education as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The LPT will make 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 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 it is rejected, the student will be administered the NYSITELL. If the principal accepts the recommendation to not administer the NYSITELL to the student, the recommendation is sent to the superintendent or her designee for a final decision. The superintendent or her designee has 10 days to accept or reject the LPT's recommendation and the school will then have 5 additional school days to administer the NYSITELL to the student (if the recommendation is rejected) and inform the parent of the decision.

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 providers will send entitlement and non-entitlement parent notification letters. As these letters are typed with each student's name, digital copies of the letters will be kept on file.

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).

For all newly enrolled students who are administered the NYSITELL, their parents receive notification letters indicating whether their child are entitled or not entitled to receive ENL services. In this letter is a clause that informs parents of their right to appeal the ELL or non-ELL status within 45 days of enrollment.

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.

Once an ELL has been identified, parents of the newly identified ELL will receive an entitlement letter, which includes an invitation to attend a new ELL orientation meeting. Attached to this letter is a copy of the Parent Selection and Program Placement forms. At the meeting, the ENL teachers will provide a brief introduction to CR Part 154.2. The parents will then have an opportunity to watch the parent orientation video, which explains the 3 programs that are offered by the New York City public school system. After the video concludes, parents will have an opportunity to ask questions about the 3 available programs. Next, parents will be directed to complete the Parent Selection and Program Placement forms. In the event that a parent is unable to attend, either an alternate date will be made so that the parent can come in to view the video or a phone meeting will be conducted.

For students who enter later in the school year, the meeting will occur as a part of the student's registration process once the student is determined to be NYSITELL eligible.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

In the event that the Parent Choice and Program Placement forms are not completed at the meeting or registration process, parents have 5 days from the initial meeting to return the forms to the school. If the parent is unable to attend the meeting (or unable to view the video during the registration process), an alternate date will be made so that the parent can come in to learn about the 3 available programs. If the parent does not attend and/or does not submit the Parent Choice and Program Selection forms, calls will be made to the parent to conduct the meeting over the phone. The ENL teachers will make an attempt once per week to the parent for up to a period of 1 month. Afterwards a letter will be sent home indicating to the parents the program their child is placed in. Based on the forms that the school has and does not have, the ENL teachers will keep a record of the parent's first preference. At this time, the school only provides an ENL program due to parents' program selection.

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

At the beginning of the year and when a new student is enrolled, the ENL teachers check to ensure that all Parent Surveys and Program Selection forms are present. The ENL teachers will conduct a meeting or phone meeting with the parent to complete the forms. The ENL teachers will make an attempt once per week to the parent for up to a period of 1 month. Afterwards a letter will be sent home indicating to the parents the program their child is placed in.

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

Once forms have been returned (or not returned), a placement parent notification letter will be sent out. As these letters are typed, a digital copy of the letters are kept on file.

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

All forms are kept in students' cumulative records, excluding digital copies of letters that are sent out. These are kept on a single computer.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLAT report is printed prior to NYSESLAT administration to verify the eligible ELLs. The test coordinator will create Speaking test packets consisting of the Do not Enter sign, Directions for Administration, the student's Speaking booklet, and copies of the Speaking Score Sheet for Individual Administration. For the first week of the NYSESLAT administration period, the Speaking test packets will be signed out and in by the ENL teachers administering the exams daily. The ENL teachers do not administer the exam to the students they instruct. Any students who are unable to be administered the Speaking section in this first week will be given the assessment in the remainder of the NYSESLAT administration period. A check off list of students will be used to determine which students have and have not been administered the Speaking section. The test coordinator will also create a schedule for the administration of the remaining 3 sections of the NYSESLAT, which is composed of a booklet that combines Listening, Reading, and Writing. The schedule typically follows a morning and two afternoon administrations due to the school's lunch period beginning at 10:35 A.M. and ending at 11:25 A.M.. Although each section is untimed, prior experience has demonstrated that students complete each test session within 1 hour. The NYSESLAT will be administered to students in a whole group setting according to single grade or grade span. At the end of administration, students who were not present will have their test booklet and answer sheet removed and placed into a separate folder for make-up testing at a later date within the NYSESLAT testing window. Additional classroom staff members will be used to administer the NYSESLAT in a whole group setting.

Parents are notified that their child will be taking the NYSESLAT the weekend prior to the official start of the assessment period by letter. Students in the grades 3 to 5 will also be informed so that they are aware of their responsibility to be present in school during the assessment period as well as to serve as a reminder to their legal guardians.

In the event that a NYSITELL eligible student enters the school during the NYSESLAT testing window, the student will be first

administered the NYSITELL to determine their ELL status. If the student is determined to be an ELL, the student will then be administered the NYSESLAT to the extent possible.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of the school year and periodically thereafter, the RLAT is printed out to determine which students are ELLs or have become non-ELLs. For those students, continued entitlement and transitional support parent notification letters are sent out. Digital copies of these letters are kept on file.
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).  
Overall parents have selected ENL as their first preference. TBE has the next greatest number of parents (both in terms of default and actual first choice preference). However due to the number, we currently do not have enough to mandate a TBE class to be opened.

## 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.  
Kindergarten-Grade 2 ELLs are grouped heterogeneously and are pulled out to receive ENL instruction and the TESOL licensed teacher pushes in to their classrooms to co-teach with the classroom teacher to provide Integrated ENL instruction. Grade 3 ELLs are grouped heterogeneously and are pulled out for both ENL and Integrated ENL instruction by a dual licensed Common Branches and TESOL licensed teacher. Grade 4 ELLs are self-contained and receive both ENL and Integrated ENL instruction from a dually certified Common Branches and TESOL licensed teacher. Grade 5 ELLs are grouped heterogeneously and are pulled out for ENL instruction provided by a TESOL licensed teacher. Grade 5 ELLs receive Integrated ENL instruction from a dual licensed Common Branches and TESOL licensed teacher.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
As per the new CR-Part 154 regulations, students tested at the Entering level of English proficiency are required to receive 180 minutes each of ENL and Integrated instruction. Students at the Emerging level of English proficiency are required to receive 90 minutes of ENL and 180 minutes of Integrated instruction, with 90 minutes of flexible instruction that can be devoted to ENL or Integrated instruction. Students at the Transitioning level of English proficiency are required to receive 90 minutes each of ENL and Integrated Instruction. Students at the Expanding level of English proficiency are required to receive 180 minutes of Integrated instruction. Students at the Commanding level of English proficiency are required to receive 90 minutes of Integrated instruction. Regardless of grade, ELLs will receive the minimum number of required instructional minutes in both ENL and Integrated instruction.
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.  
Content area instruction is typically delivered by the students' classroom teacher with support from an out of classroom ENL teacher, when appropriate. The content is made more accessible to the ELLs through the use of graphic organizers, visuals & artifacts, and hands-on activities that allow for more group work and communication. Content area instruction is supplemented by a science, social studies, and math lending library, social studies classroom libraries, use of various technologies such as the SMARTBoard and Macbooks, and the science, technology, and social studies cluster teachers. English is the primary language of instruction. Students' home language, if Spanish, is used minimally and only in instances that would facilitate their comprehension in

academic and social situations. Regarding Newcomers with an SP OTELE code, there are additional resources that are available. There are Spanish-English and picture dictionaries available to be used. Typically, they are paired with a Spanish bilingual student in the classroom (who is comfortable with Spanish and English) to assist them and the classroom teacher (in the situations where the teacher does not understand Spanish) in giving directions and completing tasks.

One of the major instructional shifts of the Common Core Learning Standards is a greater integration of literacy in the content areas, and as such, developing a balance between the use of informational and literary texts in instruction. To meet this demand, ELA units are designed around a content area of science, social studies, or ELA. While reading units typically focus on reading skills/strategies and are applied/practiced using texts that are aligned with the unit's topic/theme, writing units have an end product of either a narrative, argumentative, or informational piece. Beside the actual work product, the process that students engage in through their writing are outlined in the standards as Production and Distribution of Writing and Research to Build and Present Knowledge. Through common meeting time, students engage in practices that attend to the speaking and listening standards. Built into the ELA instructional block is a time for word study where students learn and practice sight words and vocabulary. Math instruction is taught through a curriculum that is aligned to the Math Common Core Learning Standards. The school uses Investigations.

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

Aside from the use of the Spanish Lab-R, we do not currently evaluate our ELLs in their native language. One of the goals is to acculturate our ELLs to American culture and the American education system where English is the dominant language of communication. Language heavy subjects, especially literacy, are always assessed using English language assessments. Additionally it is inconsistent to assess an ELL's ability to comprehend an English text if we use a language other than English. The school does employ a math benchmark checklist which can be administered in Spanish. The staff, however, is made aware of the difference between an ELL's ability to communicate in English vs. what knowledge and skills they actually possess.

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

Students are administered various literacy assessments throughout the school year. Additionally, students are expected to complete a monthly to bi-monthly project that aligns with the current unit of ELA instruction. These assessments typically cover all four modalities, albeit with a heavier focus on reading and writing. Informal assessments and observations are utilized to qualify students' development of their listening and speaking skills.

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

SIFE and Newcomer (first time in a U.S. school, from another country, and in grades 3-5) students will, in addition to receiving the required number of ENL and Integrated instructional minutes, will be pulled out by a TESOL certified teacher for an additional 120 minutes to accelerate their language acquisition.

Considering that many students in Kindergarten, Grade 1, and Grade 2 are considered as Newcomer students, they will receive the minimum number of instructional minutes as mandated by CR-Part 154. However, due to the developmental levels of these young students, instruction is thematic and within the themes, students receive tasks to complete that is catered to both their grade, unit of study, and English language level.

SIFE and newcomer groups are purposefully smaller when instructed in the ENL block by the ENL teacher and the groups are composed primarily of Entering and Emerging students.

Developing ELLs are grouped according to their literacy need and receive small group instruction with their classroom teacher. When working with the ENL teacher, these ELLs will receive direct instruction in grammar, syntax, and vocabulary.

Long term ELLs will be provided with additional small group instruction.

Former ELLs will be provided testing accommodations up to 2 years after testing commanding. In addition, they will remain with the ENL teacher in terms of Integrated ENL instruction.

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.

At this moment, there are no students who have been re-identified as ELL or non-ELL. In the event that such students have been re-identified, the academic progress of the effected students will be monitored through the school's routine assessments of progress in literacy and math.

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?

Chart

Curriculum units across content areas are planned during a common prep period at each grade level. Since this curriculum planning is guided by a coach but done by teacher, units are not only aligned to standards but also designed to target grade and class specific needs and strengths. During these common planning periods, teachers are also able to create rubrics for writing and reading units for both teacher and student reference. Based on abilities and current rates of progress, rubrics can be differentiated to suit the tiered levels of work being produced by students. Continual and ongoing assessment of reading, writing, and math is taken by students, with priority given to ELLs and SWDs, in order to closely monitor their progress and areas of need. Teachers across the grade and the content areas can examine data gathered from assessments to group students with shared needs and cooperatively strategize how to best meet those needs. These needs are easily addressed in our center based classroom approach, in which different groups of students can be working on varying tasks at the same time. This allows ELLs to spend time focusing on practicing familiarized skills independently or cooperatively while still receiving small group, specialized instruction from the teacher. Furthermore, the school is currently utilizing the SIOP model for lesson planning. The SIOP model includes the use of content objectives as well as language objectives. ELL students are also taught to annotate while reading in order to actively engage with texts. ELLs learn how to access content specific vocabulary by using cognates, and by analyzing prefixes, root words, and suffixes to decipher the meaning of unknown words. Familiarizing ELLs with content-specific vocabulary allows them access to more difficult texts.

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?

Within the classroom, materials are used to make ELLs more independent and to support academic content. Differentiated dictionary and word reference books such as dictionaries, picture dictionaries, and glossaries are available to aid students in their independent work. All classrooms are equipped with listening centers so that students can match oral language to printed text. Many classrooms have labeled objects and areas to help students familiarize themselves with common words and vocabulary. Word study lessons are planned around specific classroom or student needs, whether to explore vocabulary, language, spelling, or grammar conventions. Most classrooms have SMARTBoards, which provide an audio, visual, or hands-on tool for teaching and reference.

ELL-SWDs are mainstreamed and receive instruction in reading, writing, math, or any combination of the three, when appropriate, in a general education setting unless otherwise specified in their IEP. During their periods of ENL and Integrated instruction, ELL-SWDs are grouped with ELLs from general education classrooms and receive instruction according to their NYSESLAT proficiency level. Finally, ELL-SWDs are invited to participate in all the school's extracurricular activities.

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

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

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

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



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

**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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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.

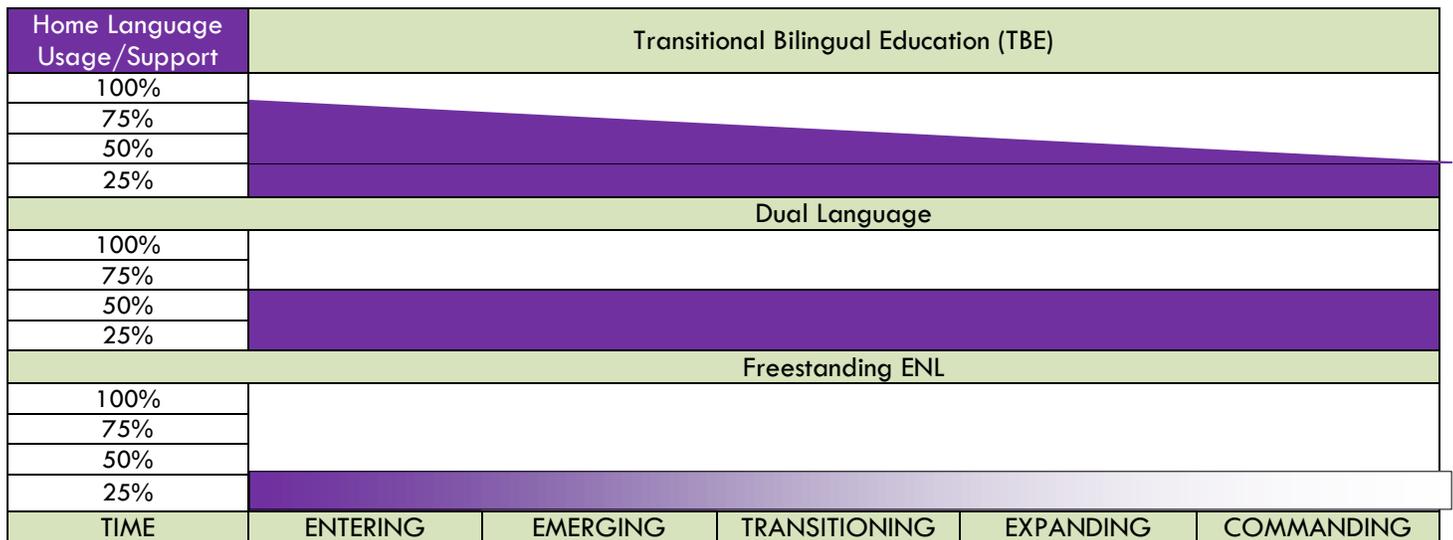


\*: Chart “r approved services” does not apply to New York City at this time.

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. ELLs may receive instruction through targeted intervention programs in English in ELA (additional guided reading, Fountas and Pinnell Intervention Reading System, double dose Wilson FUNdations, Fast FORWord) and Math (Additional small group instruction, Mathematics in the City, STMath).  
As determined by the literacy data collected by the school's classroom teachers, ELLs have many of the same literacy challenges as their non-LEP peers. Through dedicated RTI periods, students are grouped according to their challenge in need of improvement and a team of pedagogues determines the most appropriate support to utilize. Double dose FUNdations is used with lower grade students who need additional instruction in phonics, decoding, and sight word recognition. The Fountas and Pinnell Intervention Reading System and additional guided reading groups are used to assist students with developing reading strategies and skills to generate meaning from texts. Fast FORWord is used for students who need an intervention in language/sound distinctions, vocabulary building, improving memory, sight word recognition, and reading comprehension.  
Data collected by the Number Fluency Assessment is used to determine students' capabilities in numeration, counting, addition and subtraction, and multiplication and division. Students who are deemed as needing improvement in any of these areas receive additional small group instruction in the specific math area by their classroom teacher. The math curriculum is supplemented by Mathematics in the City. Furthermore, all students in need of improvement in the different math areas have access to STMath, which is a web-based individualized math program.  
There aren't any separate intervention programs for social studies and science. These two content areas are integrated into literacy instruction. Any interventions that we may use to address ELA challenges also support the understanding of content in social studies and science. An additional support available to ELLs is that the science teacher runs small groups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Since implementing the use of the SIOP model for lesson planning, the current program for ELLs is not limited solely to the TESOL licensed teachers. All non-TESOL licensed teachers are aware of the language needs of all students and so, in addition to planning their lessons for meeting content objectives, attention is also directed to planning and helping students meet language objectives. Regarding the program specifically facilitated by TESOL licensed teachers, the school currently has 3 full time and 1 part-time ENL teacher. Due to the change in the ELL instructional mandate, the effectiveness of our structure is yet to be determined. However, based on the old instructional requirements, ELLs have experienced growth and development in their language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?  
Besides scheduling and group structuring based off of the new instructional mandates, we are currently not considering any new programs. We are also in the process of writing a grant to bring in an arts organization to work with ELLs in grade 2 and 4.
13. What programs/services for ELLs will be discontinued and why?  
We will not be discontinuing any programs or services for ELLs unless they have achieved a proficient level 2 or more years ago.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
A student's ELL status does not create automatic inclusion or exclusion to programs offered in the school, with the exception of programs funded by Title III. ELLs are split heterogeneously into the different classes in Kindergarten through Grade 2. ELLs are grouped into a single class for grades 3, 4, and 5. Each class has equal access to all school facilities as well as participation in school run events such as assemblies, book fairs, and library visits. The extracurricular program that all students have been invited to, including ELLs are an afterschool program run by the community based organization Good Shepherds.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The following materials that are available to all staff include: Rigby ELL Assessment kit, Fountas and Pinnell Benchmark Assessment System, Fountas & Pinnell Guided Reading Program: non-fiction focus, fiction focus, and content areas, FUNdations by Wilson, Making Meaning, Rosen Real Life Readers, Language Proficiency Kits, Comprehension Strategies Kit, Exploring Writing, Newbridge content area big book library & guided reading sets, interactive content-area big books, Primary Sources Kits, Fast FORWord program, STMath program, books on tape, access to many websites including [www.mesenglish.com](http://www.mesenglish.com), [www.readinga-z.com](http://www.readinga-z.com), [pebblego.com](http://pebblego.com), [www.starfall.com](http://www.starfall.com), [www.brainpop.com](http://www.brainpop.com), [www.eslflashcards.com](http://www.eslflashcards.com). Furthermore, each classroom is equipped with a SMARTBoard and most classrooms have an ELMO projection device, which allows for more technology-based interactive lessons.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In addition to bilingual peers and adults, Spanish native language support is given with bilingual dictionaries and content area glossaries. While it is not fully accurate, to ensure students comprehend the gist of a task, Google translate is used. At this time, native language support for speakers of low incidence language such as Mandingo and Sonike, is not provided for at this time. Student speakers of these low incidence languages have developed into the Expanding level of English language proficiency and are proving to be more English dominant.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Due to the limited English proficiency of the Newcomers, many materials need to be modified to support their understanding of subject matter. Consequently, where applicable, Newcomers in grades 2 and up create different literacy products than their more English-dominant peers. Newcomers also receive targeted instruction from the classroom teacher and ESL teacher to build English vocabulary with sight words and academic vocabulary that is essential to each subject area. There is a great use of manipulatives and visuals in all areas. Tasks are typically broken down and ELLs in need of additional support are pulled into groups (all ELLs or a mix of ELLs and non-LEP students) for small, guided group work.

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).

Activities for newly enrolled ELLs are not held before the beginning of the school year. While the school building might be open, the facilities are still in the process of being renovated and maintained. During the school year, parents are invited to attend any upcoming school activities. Parents are notified of school activities via a copy of the school calendar, flyers that are sent home and posted on the school doors, and attendance at the Breakfast with the Principal that is held on the first Friday of each month. All new parents are provided with a copy of the family handbook and important school-related information and resources.

19. What language electives are offered to ELLs?

The school does not offer language electives. The school offers ELA, Mathematics, Science, Social Studies, Physical Education and Health, Technology, and Visual Arts.

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.)

All classroom-based instructors receive at least 2 hours of professional development weekly in literacy and math. Current sessions include unit planning, student work analysis, assessment and data analysis, and planning differentiated lessons. One Generation Ready literacy and one Generation Ready math consultants facilitate these sessions. In addition to the PD offered at the school, faculty is encouraged to apply to other professional development courses and programs offered by higher education and informal education institutions. Moreover, our school seeks ways to maximize its professional capacity. Hence, each faculty member develops professional learning goals within the Charlotte Danielson Framework. Through meetings with the principal and colleagues, individual learning plans are created with short-term goals and a timeline that allows for the pedagogue to work towards achieving their self-identified professional learning goal. Due to the individual nature of each staff member's professional development goal, it would be infeasible to list them here. In short, many staff members are working at goals in Danielson's Framework Domain 3: Instruction. The focus of the school continues to be developing the teaching and learning capacity of faculty in assisting the instruction of ELLs. So, PD offerings will be focused on the use of Thinking Maps and the SIOP model for lesson planning.

The monthly faculty conference also provides another arena by which professional development is delivered to all staff. At these meetings, any professional development given often covers topics that are pertinent to all, such as access to SESIS, anti-bullying identification and processing procedures. The science teacher is on hand to consult with any staff requiring assistance in science instructional techniques. The guidance counselor currently provides guidance instruction to classes.
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?

The weekly professional development in literacy and math facilitated by the Generation Ready consultants have typically focused on furthering faculty understanding of the standards as well as working to align instruction to the Common Core Learning Standards. As part of the professional development block on Mondays, all teachers will be split into smaller groups (K-2, 3-5, subject matter experts). Each group will be rotated amongst the Generation Ready consultants and school administration to facilitate the development of content mastery and to assist with lesson/unit design.

All staff will also receive the weekly email from the Office of English Language Learners about the available learning opportunities that can assist them in working with ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor meets with all Grade 5 classes for 2 hours a week and holds meetings for parents to inform them about their choice in middle schools. Furthermore, parents are allowed the option to make appointments with the parent coordinator to complete their child's middle school application. Directories are provided to parents to assist them with their child's middle school choices. Additionally, if there is an open house for a middle school, parents are notified of the open house through flyers posted on school doors and copies of the flyers are sent home.
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.

Through professional development in our school, all teachers will fulfill their required professional development hours. As stated, all teachers will meet with Generation Ready consultants and school administrators to facilitate the development of content mastery and to assist with lesson/unit design. Since lessons and units are designed with the use of the SIOP template, lessons and units will be looked at for inclusion of language objectives and appropriate language modifications. ENL teachers will fulfill their mandated hours through professional development in school in addition to learning opportunities offered/advertised by the Office of English Language Learners. The in house professional development for ENL teachers will review laws and policies that govern the instruction of ELLs as well as language acquisition in alignment with core content area instruction. Records of all professional development held at school will be in the form of agendas and attendance sheets. Out house offerings will be recorded with certificates of attendance from the professional development provider.

### 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?

Per the new changes, ENL teachers will have annual individual meetings with parents of ELLs during the parent engagement time that is set by the New York City Department of Education. These meetings will be scheduled on Tuesday afternoons between 3:00 and 3:30 P.M.. Teachers will discuss the language development progress and assessment results with the parents. Letters to setup these meetings with a range of dates will be sent out to parents. In the event that a face to face meeting cannot be arranged, the ENL teachers will conduct a tele conference with the parent at a more convenient date and time. Once the tele conference is completed, a summary of the conversation will be written into a letter to be sent to the parent.

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.

Sign in sheets and digital copies of the appointment and summary of tele conference letters will be kept on file. In the event that a tele-conference must be conducted, it will be recorded in a log book.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

All parents are invited to Breakfast with the Principal, a monthly event. At this event, parents are informed of the various events and activities in our school, as well as ask questions or share their concerns. In the first month of school, we host Curriculum Night where parents can come and meet their child or children's new classroom teacher and learn about the services that are offered through the school. Parents will also be provided information about the school's curriculum and be informed about the academic, social, and behavioral expectations for all students at each particular grade level. Parents are invited to attend their child's publishing parties at least 3 times a year. Other offerings that will be made available dependent on parental interest would be monthly arts and crafts with your child events, science events, and literacy workshops.

One of the largest concerns that parents of ELLs have expressed involves homework help. The school is working on a parent engagement workshop plan that will assist parents in building their capacity in understanding how to help their child.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Housed within the building complex is the community based organization Good Shepherd. They have provided ESL classes for our parents and after school programming for our students. An annex of the Morris Heights Health Clinic is also onsite with a practicing physician who can provide supplemental medical assistance to students.
5. How do you evaluate the needs of the parents?

The Learning environment Survey provides information on parental needs. The Parent Association provides a forum for parents to share their needs during their meetings. The School Leadership Team meetings are another area where parent representatives can bring up parental concerns, issues, and suggestions. The school's Parent Coordinator also has frequent interactions with parents, which enable her to assess parents' needs with regards to the school. Based on this data as well as teacher input, future school activities and workshops are created.

6. How do your parental involvement activities address the needs of the parents?  
Using feedback and requests from parents and staff (when applicable), activities are provided that help to address parents' needs and concerns.

### 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.

The school continues to see a decrease in the budget and with the changes in CR Part 154, the school has had to be creative in ensuring that ELLs are provided their mandated services.



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Avon Connell-Cowell	Principal		1/1/01
Michael Dong	Assistant Principal		1/1/01
Nordely Ramos	Parent Coordinator		1/1/01
Madonna Lee	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Michael Stochansky	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X382** School Name: **Elementary School for Math, Science**  
Superintendent: **Melody Mashel**

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

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

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

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

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

---

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

The Home Language Identification was used to determine parents and students' language needs. Once the surveys were received they were sorted into the types of languages represented in our school and the grades in which the different languages were represented.

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

Most of our parents are Spanish speakers and prefer both oral and written communication in Spanish. Our parents who speak a language other than Spanish (such as parents who speak Mandingo, Hausa, Sonike, Bengali) prefer oral and written communication in English.

### Part B: Creating a Communications Calendar

---

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

The school handbook is distributed to families in September. School calendars are sent home in the last week of the prior month. For example, the October calendar is disseminated in the last week of September. As there is no school in August, the September calendar is completed and mailed to parents over the summer. Any newsletters, parent-teacher conference announcements, after-school program information, New York State testing dates, letters from the school, and flyers for workshops/parent engagement activities are distributed throughout the year as the events come up.

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.

Face to face meetings with parents occur in September, November, March, and May in the form of parent-teacher conferences. Breakfast with the Principal is an event that happens on the first Friday of each month. Once every two months, an arts and crafts parent engagement activity is scheduled on Tuesdays. Also scheduled on Tuesdays on a monthly basis are various workshops and meetings that cover a range of topics from literacy to science. On an ongoing basis, every Tuesday afternoon (or as appointments are made, such as scheduling for IEP meetings, Perfect Attendance celebrations, and publishing parties) parents come in for meetings with staff to discuss their children's progress in school.

## **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.

Based on the data from students' registration materials, the P.S. 382 parent community prefers written communication in English and Spanish. To meet these needs, all written communication is first produced in English. The Parent Coordinator then translates them into Spanish. If time permits, or if the document is lengthy such as the school handbook, then the DoE's Translation and Interpretation Unit is used.

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.

Based on the data from students' registration materials, the P.S. 382 parent community prefers written communication in English and Spanish. A Spanish-speaking staff member is often on hand to assist the

parents whose dominant language is Spanish. In the event that parents or legal guardians come in who speak a language other than English or Spanish come in and prefers to not orally communicate in English, then the DoE's Translation and Interpretation Unit will be called to provide over the phone assistance.

## **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.)

So that staff members are aware of the availability of translation services and over-the phone interpretation service, all staff will participate in a faculty conference where such information will be disseminated. In the event that staff members require further assistance with accessing the translation and interpretation services, they can receive individual conferences with a school administrator.

## **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

The Welcome Poster indicating all the DOE languages will be displayed in the bulletin board right outside the main office. This location allows all visitors, including parents, to see that interpretation services are available. Copies of the Bill of Parent Rights and Responsibilities were sent home in September. In case parents require an additional copy, extras are located in the main office. Also located in the main office will be copies of the parents' Guide to Language Access and the Language ID Guide. Regarding languages other than Spanish, parents were informed that it would be necessary to make an appointment so that interpretation services can be arranged prior to their arrival. Parents are reminded of these services when notices are sent home and when they attend any of the school's monthly activities and meetings.

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

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

Feedback from parents regarding the quality and availability of services will be collected when Breakfast with the Principal, School Leadership Team meetings, and Parent Association meetings are held. This

will occur at least once a month and be in the form of an oral report. Near the end of the year, a parent survey will be used to solicit parent input for the upcoming school year.