



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2013-2014 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** ST. CLAIR MCKELWAY SCHOOL

DBN: 23K178

PRINCIPAL: DR. JOSEPH HENRY

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SUPERINTENDENT: AINSLIE CUMBERBATCH

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Dr. Joseph Henry	*Principal or Designee	
Yvette Collins	*UFT Chapter Leader or Designee	
Karen Smith	*PA/PTA President or Designated Co-President	
Brenda Epps	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Monica Sylvester	Member/SLT Chairperson	
Diane Dowding	Member/Parent	
Charles Dawson	Member/Parent	
Ophelia Nelson	Member/Grade Pre-K – 2nd	
Beverly Bradley	Member/Grade 6th – 8th	
Delores Cocco	Member/ESL/Support Services	
Elizabeth Cruz	Member/Parent	
Nicole Jean	Member/Parent	
Nicole Seymore	Member/Parent	
Alice Thomas	Member/Parent	

Julian Bracker Sr.	Member/Parent	
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\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**2011-2012 Quality Review, page 5: Deepen differentiation of instruction based on data so that all lessons provide appropriate challenge and maximize progress in student learning.**

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_ 2.2 School leader's vision

\_\_\_\_ 2.4 School leader's use of resources

\_\_\_\_ 2.3 Systems and structures for school development

X  2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014 Administration will provide teachers with multiple (at least 10) professional development opportunities including but not limited to workshops, inter-visitations, and study groups that provide strategies and techniques to improve learning outcomes.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups.
  - b) key personnel and other resources used to implement these strategies/activities.
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Activity #1**

- **Professional Development:** PD will be scheduled on an on-going monthly basis including but not limited to the following topics:
  - Danielson Framework Competencies
  - Understanding the Danielson Framework
  - New Teacher Evaluation System
  - PD 360 Video Library
  - Best practices that supports teacher effectiveness
  - CCLS Instructional Strategies and Techniques Across The Content Area Of Instruction
  - Questioning and Discussion Techniques
  - Learning Framework 360 Instructional Strategies And Techniques (software program)
  - Analyzing Student Work To Inform Instruction
  - How To Use Qualitative and Quantitative Data

- **Target Population:** All teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Lead Teachers, Staff Developers (internal and external) and CFN 408
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The effectiveness of professional development initiatives and its impact on student progress will be measured based on:
  - All teachers demonstrating one performance level based on the HEDI rubric
  - School-wide implementation of the Danielson's Framework for Teaching in the 22 competencies with emphasis on 1E, 3B, and 3D.
  - On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric
  - Implementation of professional development strategies and techniques as evident by administrative observations and student work
  - Continuous improvement of teachers as evident by administrative observations and teacher feedback
  - Student progress based on the analysis of data from teacher-made tests, periodic assessments, and reports from enrichment software programs i.e. Study Island, Accelerated Reader, ST Math
- **Steps taken to involve teachers in the decision-making regarding professional development:** Monthly staff meetings and common preps will be used to foster coherency in school-wide goals and to establish a system of continuous evaluation of instructional goals and practices. During these meetings teachers will submit suggestions and requests for supplemental resources and identify professional development needs.
- **Implementation Timeline:** September 2013 – June 2014

**Activity #2**

- **Curriculum Writing:** To move students towards meeting higher standards and to focus on changes to classroom practices and to continue the development of performance tasks to assess learning, teacher teams and Administrators will conduct collaborative planning during the months of July and August, 2013 to develop curriculum and lesson plans in all subjects that are aligned to CCLS and increase instructional rigor. This activity will continue throughout the 2013-2014 school year.
- **Target Population:** All teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Teachers
- **Targets to evaluate the progress, effectiveness and impact of administrative and teach review of student work:** The progress, effectiveness, and impact of curriculum writing will be evaluated based on the quality of student work, lesson plans, periodic student assessments, and instructional rigor as evident by documented administrative short cycle/formal observations.
- **Steps taken to involve teachers in curriculum writing:** During the months of July 2013 and August 2013 teachers will be paid on a per session basis to collaboratively planning and develop curriculum and lesson plans aligned to CCLS.
- **Implementation Timeline:** July 2013 through June 2014

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here:   **Title I SWP**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I SWP and Tax Levy funds will be used to purchase:**

- **The A.U.S.S.I.E. Math/ELA consultant program**
- **PD 360 Program**
- **Teacher per session**
- **Teacher per diem**

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

### **2013-2014 Citywide Expectations, page 1: Ensure curricula are aligned to standards in all content areas**

Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following

- Establishing an instructional focus in all subjects
- Developing lesson plans and pedagogy that provides rigorous instruction for students
- Integrate the literacy and math common core instructional shifts

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June, 2014 the curricula will be aligned to the common core learning standards in all content areas of instruction.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

### **Activity #1**

**Professional Development with A.U.S.S.I.E Consultants:** The A.U.S.S.I.E. consultants will continue to partner with PS178 staff to develop plans, teaching strategies and techniques, and curricula that improve student learning outcomes. These initiatives include but are not limited to the following:

- To develop curricula using the Universal Design for Learning process.
- Develop a series of teaching points that build from concrete to abstract that address the writing process and content demands as defined by the Common Core Learning Standards (CCLS).
- Use CCLS-aligned, grade-specific rubrics (with common categories and point system) as both an instructional and assessment tool
- Facilitate student conversations through a range of discussion and questioning techniques that scaffold towards analysis and critique, which

is ultimately reflected in their writing.

- **Target Population:** All teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Teachers, A.U.S.S.I.E. Consultants (Math & ELA)
- **Targets to evaluate the progress, effectiveness and impact of the Professional Development Plan:** The progress, impact, and effectiveness of the professional development plan will be measured based on:
  - Teachers' development curricula aligned to the Common Core Standards and applicable content standards.
  - Teacher use of CCLS-aligned, grade-specific rubrics to assess student work in the area of CCLS shifts in information writing and opinion writing.
  - Teacher roll-out of the units of study will incorporate discussion and questioning techniques that scaffold towards analysis and critique
  - Administration, will track teacher progress and continuous improvement through the use of targeted frequent short cycle and formal observations using the Danielson Framework competencies and the new teacher evaluation system. .
  - Student progress based on data from teacher-made tests, periodic assessments, performance-based assessments and reports from enrichment software programs i.e. Study Island and ST Math.
- **Steps taken to involve teachers in the decision-making regarding the professional development with A.U.S.S.I.E Consultants :** Once a month during common preps teachers will assess the effectiveness of the professional development with the A.U.S.S.I.E. consultants.
- **Implementation Timeline:** Scheduled training sessions, modeling, and planning sessions facilitated by the A.U.S.S.I.E. Consultants (Math & ELA) between October 2013 - May 2014

### **Activity #2**

**A.U.S.S.I.E. Grade Level Meetings:** During grade level meetings with the A.U.S.S.I.E. consultant the focus will be on the continual and successful implementation of the common core curriculum. The focus will be in the following areas:

- Collaboratively develop curriculum using input from teachers at each grade level and the Aussie Consultant.
  - Plan lessons and units of study that integrate Math and literacy
  - Deepen teacher understanding of the common core educational shifts and the changes in content focus in Math and ELA
  - Familiarize teachers with a common rubric for Math and ELA that they can interpret together.
  - Administer and correct the completion of common core tasks for Math, ELA, Social Studies, and Science by students at each grade level.
- **Target Population:** All teachers
  - **Responsible Staff Members:** Teachers, A.U.S.S.I.E. Consultants (Math & ELA)
  - **Targets to evaluate the progress, effectiveness and impact of the Professional Development Plan:** The progress, impact, and effectiveness of the grade level meetings will be measured based on:
    - Teachers' development of curricula and units of study that support the Common Core Standards and applicable content standards.
    - Teacher use of CCLS-aligned, grade-specific rubrics to assess student work in the area of CCLS educational shifts and the changes in content
    - Teacher roll-out of the units of study.
    - Administrative tracking of teacher progress and continuous improvement through the use of targeted frequent short cycle and formal observations using the Danielson Framework For Teaching.
    - Student progress based on data from teacher-made tests, periodic assessments, performance-based assessments (from the "bundles")
  - **Steps taken to involve teachers in the decision-making regarding the use of academic assessments:** During the monthly common prep meetings with A.U.S.S.I.E. Consultants teachers will assess student progress in completing the ELA and Math tasks.
  - **Implementation Timeline:** October 2013 – June 2014

### **Activity #3**

- **Professional Development PD 360 :** A series of Professional development workshops will be implemented using the PD 360 video library software program. PD will take place on an individual basis and in small groups. Teacher review of specific videos will also be

**a product of short cycle and formal observations feedback between the teacher and administration. School-wide all teachers will review the following videos:**

- Aligning Teaching Practices To Common Core Learning Standards
- Citywide Instructional Expectations
- Instructional Strategies And Techniques for ELL students
- Instructional Strategies and Techniques for Students With Disabilities
- **Target Population:** All teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Lead Teachers, Staff Developers (internal and external) and CFN 408
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The effectiveness of professional development initiatives and the impact on student progress/achievements will be gauged based on student progress on teacher-made tests, periodic assessments, and the 2012-2013 NYS ELA and Math tests. The goal is that students performing on level 1 and 2 will improve by 10% to levels 2 and 3.
- **Steps taken to involve teachers in the decision-making regarding the use of PD 360 professional development video library:** Administration will consult with the Instructional Support Teacher team and the Grade Level teams during scheduled meetings to solicit teacher input. to make available to students.
- **Implementation Timeline:** September 2013 – June 2014

#### **Activity #4**

- **Professional Development the Bureau of Education: Professional development workshops to address the needs of Special Needs and ELL students including but not limited to the following:**
  - Practical Strategies to Help Every Student Become A More Successful Reader Of Informational Text
  - Practical Strategies To Differentiate Your Math Instruction Using Small Group Instruction And Math Learning Centers
  - Keeping Students Actively Engaged In Reading Activities While You Teach Small Groups
- **Target Population:** 3 Teachers
- **Responsible Staff Members:** Staff Developer, Teachers
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The effectiveness of professional development initiatives and the impact on student progress/achievements will be gauged based on student progress on teacher-made tests, periodic assessments, and the 2012-2013 NYS ELA and Math tests. The goal is that the number of special needs students and ELL students performing on level 1 and 2 will improve by 10%.
- **Steps taken to involve teachers in the decision-making regarding Bureau of Education Workshops:** Teachers are scheduled for Bureau of Education workshops based on short cycle/formal observations and specific requests by teachers.
- **Implementation Timeline:** November 2013 – June 2014

#### **Activity #5**

**Administrative Monitoring:** Principal and Assistant Principal will review teacher lesson plans and teacher instructional practices during short cycle observations and formal observations to ensure that:

- Lessons are aligned to the schools' established instructional focus
- Lessons engage students in units of study that narrow the gap between what the standards describe and what students currently know and are able to do.
- Lessons reflect CCLS educational shifts and changes in the content area of instruction.
- Teachers are using grade-specific rubrics to assess student work.
- Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*, the Common Core, and other content standards.

- Student work and teacher practice aligned to the citywide instructional expectations, to make evaluation and support decisions aligned to Danielson's *Framework for Teaching* and the new teacher evaluation and development system.
- Lessons encourage student self-reflection and engagement in their own learning.

- **Target Population:** All teachers
- **Responsible Staff Members:** Principal and Assistant Principal
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The impact and effectiveness of Administrative monitoring of lesson plans will be evaluated based on a change in the written and oral presentation of lesson plans as evident by the inclusion of units of study, student tasks and shifts in instruction that are aligned with CCLS and CIE, and the use of grade-specific rubrics for student assessment.
- **Steps taken to involve teachers in the decision-making regarding the review of lesson plans:** Teacher input regarding format and content of lesson plans is solicited by administration during study groups and common preps.
- **Implementation Timeline:** October 2013 – June 2014 during scheduled short cycle and formal observations.

#### **Activity #6**

**Administrative Feedback:** Principal and Assistant Principal will give feedback to teachers during post observation sessions following short cycle observations and formal observations. The objective of the feedback is to articulate clear expectations for teacher instructional practices in 22 identified competencies outlined in the Danielson Framework Rubric with emphasis on competency 1E, 3B, and 3D). The frequency of observations will be at least once per month for new, probationary, and teachers identified as needing assistance. Tenured teachers will receive short cycle observations every other month. The objectives of the administrative feedback will be to actively support teacher growth by:

- Providing support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*, the Common Core, and other content standards.
- Planning for and implementing required trainings on the new system of teacher evaluation and development as the new evaluation system becomes available.
- Aligning supervisory practices to the new teacher evaluation and development system as more information becomes available.
- Support teacher growth
- Mandate teachers use of grade-specific rubrics to assess student work.
- Encourage teachers to facilitate student self-reflection and engagement in their own learning process.

- **Target Population:** All teachers
- **Responsible Staff Members:** Principal and Assistant Principal
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The progress, effectiveness and the impact of administrative feedback will be evident in the changes in lessons, teacher effectiveness, and student engagement observed during subsequent observations.
- **Steps taken to involve teachers in the post observation feedback sessions:** In addition to teacher input during post observation discussion sessions the PD 360 Observation Tool facilitates teacher feedback electronically.
- **Implementation Timeline:** October 2013 – June 2014 post observation session after scheduled short cycle and formal observations.

#### **Activity #7**

- **Review of Student Work:** Teachers and Administrators will conduct study sessions and grade level meetings to review student work:
  - Against CCLS to identify gaps in instruction
  - Compare student progress using teacher-made unit tests, periodic assessments, ACUITY, etc.
  - To make adjustments to units of study, lessons, and teaching practices based on gaps in learning in relation to standards, individual student growth, and personal behaviors.

- Review the percentage of students who moved on the rubric from initial assessment to end of unit assessment.
- To assess student needs
- To provide feedback to students so that they can reflect on their work to identify areas for growth and actively participate in their own development..
- **Target Population:** All teachers
- **Responsible Staff Members:** Principal and Assistant Principal
  - **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The progress, effectiveness and the impact of the review of student work will be evident in the changes in lessons, teacher effectiveness, and the ability of teachers to narrow the achievement gap in learning in relation to standards, individual student growth, and personal behaviors.
- **Steps taken to involve teachers in the review of student work:** Teacher teams will be established on grade level and vertically to review and evaluate student work for the items listed above.
- **Implementation Timeline:** November 2013 – June 2014 during grade level meeting and A.U.S.S.I.E. sessions.

**Activity #8**

**Extended Day Program:** Teachers will provide academic intervention services to address the literacy and mathematic deficiencies of students in grades 3 -8 performing on level 1 & 2. This is an afterschool program from 3:30pm – 5:00pm Monday – Wednesday. : “At-risk” students for this program were identified using IEPs, periodic assessments, 2011-2012 NYS ELA and Math scores, and teacher observations.

- **Target Population:** Students
- **Responsible Staff Members:** Principal, Assistant Principal
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** Student progress on periodic assessments, teacher made tests, and the 2013-2014 NYS ELA and Math test will be used to evaluate the impact of the Extended Day Program on student outcomes.
- **Steps taken to involve teachers in the Extended Day Program:** Teachers expressed the need to have the extended day program during the May 2013r Staff Conference. The program will be implemented October 2013.
- **Implementation Timeline:** October 2013 – May 2014

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here:   **Title I SWP**  

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I SWP and Tax Levy funds will be used for:**

- Prep Period Coverage for A.U.S.S.I.E. 30 planning sessions and 60 teacher inter-visitations to facilitate supporting teachers and administration and implementation of curricula aligned with the Common Core State Standards
- Extended Day Program Teacher Per Session for 22 teachers, 1.5 hour sessions 3 times per week to facilitate supporting Academic Intervention Services (AIS), teachers and administration.

- Purchase of A.U.S.I.E. consultants professional development sessions and professional development the Bureau of Education vendor to supporting Academic Intervention Services (AIS), teachers and administration.
- Purchase of programs and supplemental materials for academic intervention and student enrichment.
- Teacher per session and per diem for professional development.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**2011-2012 Quality Review, page 6: Expand the system for evaluating and adjusting assessment practices to ensure coherence school wide between policies and practice. (5.2). Some teachers are examining an interactive online reporting system to share performance data with students and families. However, as this is not yet a school-wide initiative, not all students will benefit.**

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014, at least 65% of all teachers will use technology along with a variety of data sources to monitor and inform lesson planning.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress,
  - d) effectiveness and impact of the strategies and
  - e) activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - f) timeline for implementation

#### **Activity #1**

- **Professional Development:** PD will be provided for teachers on: Integrating Technology Into Lesson Plans; Mimio Interactive Whiteboard Device; Dibels Reading 3D; Promethian whiteboard training; ARIS, and ACUITY
- **Target Population:** Teachers
- **Responsible Staff Members:** Principal, Assistant Principal, Staff Developers (internal and external), Data Specialist
- **Targets to evaluate the progress, effectiveness and impact of teacher professional development in the usage of technology:** The progress we are making in increasing the use of technology by teachers will be evaluated based on:
  - Written documentation from short cycle and formal observations conducted by the administration.
  - Alignment between instruction and all common assessments ( unit tests, analysis of periodic assessments).to evaluate the effectiveness of teaching and learning based on school-wide technology initiatives.

- On-going school-wide use and updates to the school website by teachers to share performance data with students and families.
- SMART goals for students that show that students have a clear understanding of their next learning steps so that students can monitor their own progress.
- The frequency of use by teachers of interactive whiteboard devices as evident in a review of lesson plans.
- The frequency of use by teachers of the PD 360 software program as evident by PD 360 reports.
- Use of interactive whiteboards, video media, laptops, etc. by students and teachers to complete on-line research projects; to integrate technology into class presentations, and to display student work on classroom and hallway bulletin boards.
- **Steps taken to involve teachers in the decision-making regarding the use of technology:** Technology equipment is readily available for all teachers to sign-out and use in the classroom. The purchase of additional laptops for teachers, desktops for each classroom, and interactive whiteboard devices has been secured through a Reso-A grant based on input from teachers and administration.
- **Implementation Timeline:** September 2013 – June 2014

**Activity #2**

**School-wide use of data from research based educational software programs:** To enhance the use of technology throughout the school and to provide teachers and students with additional data sources, the following software programs will be implemented school-wide:

- **E-CHALK Program** – Provides an easy-to-use school website and online classrooms. Teachers can create, share, and use CCLS aligned lesson plans and communicate with parents and the entire school community via the e-Chalk website or email.
- **ST Math Program** - A K-5 grade-leveled instructional software program designed to help students reach math proficiency through self-paced, language-independent, mastery-based objectives. It is aligned to NYS Standards and CCLS. The program features embedded assessments, detailed reporting of student learning patterns and whiteboard integration.
- **Study Island** - Study Island is a web based program designed as a supplemental educational tool that has assessments, lessons, and questions designed to help students improve their NY state test scores in Math and ELA.
- **Boardworks Program** - educational software designed for whole-class teaching in science, math, English and history using interactive whiteboards and projectors, for middle and high school teachers
- **Target Population:** Teachers and Students
- **Responsible Staff Members:** Principal, Teachers
- **Targets to evaluate the progress, effectiveness and impact of the educational software as a data source:** The impact of these programs on student outcomes will be measured based on the data retrieved from progress reports generated by the ST Math Program and the Study Island Program. The benefits realized from the ability to share lessons and communicate with parents via the e-CHALK program will be evaluated by teachers and administration on an on-going basis.
- **Steps taken to involve teachers in the decision-making regarding the use of educational software programs:** Collaboration between teachers and administration regarding supplemental data resources such as educational software is on-going.
- **Implementation Timeline:** September 2013 – June 2014

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I SWP

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I SWP and Tax Levy funds will be used to purchase**

- Educational software programs i.e. ECHALK, St Math, and Study Island to facilitate teacher effectiveness and student AIS and enrichment.
- Borough President Marty Markowitz RESO-A grant of \$75,000.00 (2011-2012) and \$200,000 (2012-2013) will be used to purchase technology equipment. Professional development in the area of technology will be purchased using Title I and Tax Levy funding.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**2011-2012 Student Learning Environment Survey: Safety and Respect, pages 3,10, and 11**

**2011-2012 Student Learning Environment Survey responses showed a decline in how safe students felt in the school in the following areas:**

**Page 3: How responses of students at your school have changed:**

I am safe in the hallways, bathrooms, and locker rooms at my school. Survey results:

- Very Satisfied/Strongly Agree increased from 20% in 2011 to 23% in 2012
- Satisfied/Agree – decreased from 80% in 2011 to 60% in 2012
- Unsatisfied/Disagree increased from 0% in 2011 to 11% in 2012
- Very Unsatisfied/Strongly Disagree increased from 0% to 5%

**Page 10: Safety and Respect: Do students feel that the school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning?**

Most students in my school treat teachers with respect. (3.6): 7% Strongly Agree, 23% Agree, 34% Disagree, 31% Strongly Disagree, 5% Don't Know  
 Most students in my school help and care about each other.(4.3): 8% Strongly Agree, 40% Agree, 24% Disagree, 28% Strongly Disagree  
 Most students in my school just look out for themselves. (3.6): 31% Strongly Agree, 40% Agree, 19% Disagree, 11% Strongly Disagree  
 Most students in my school treat each other with respect. (3.7): 8% Strongly Agree, 25% Agree, 38% Disagree, 29% Strongly Disagree

**Page 11: Safety and respect:**

I am safe on school property outside my school building. (5.3): 21% Strongly Agree, 34% Agree, 29% Disagree, 16% Strongly Disagree  
 My school is kept clean. (4.2): 11% Strongly Agree, 33% Agree, 29% Disagree, 27% Strongly Disagree

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

#### Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014 a Positive Behavior Intervention Plan (PBIP) will be fully implemented that articulates and promotes a safe and healthy learning environment in which students feel safe and treat teachers and each other with respect..**

#### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

#### Activity #1

- **Guidance Department Activities:** To involve students in creating a clean and safe school environment the Guidance Department will continue the following activities:
  - Middle School (MS) students will be selected to participate in a school organization called “Bully Crime Stoppers”. Once a week MS students will meet with students in grades 1-8 for peer mediation and conflict resolution.
  - Every other month a school assembly by grade and/or school wide facilitated by Guidance and outside vendors will be scheduled to address such topics as Bullying, Conflict Resolution, Human Rights, Respect for All, Chancellor’s Discipline Code and A Clean Environment.
  - Signs to address Bullying, Conflict Resolution, Human Rights, Respect for All, Chancellor’s Discipline Code and A Clean Environment will be posted throughout the school.
  - A student “Complaint Box” will be placed in the Guidance Office in which students can anonymously lodge maintenance complaints about cleanliness of hallways, stairwells, bathrooms, water fountains, etc.
  - The Guidance Counselor will collaborate with the School Safety Team to identify safety issues and find solutions.
- **Target Population:** All students
- **Responsible Staff Members:** Guidance Counselor
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The effectiveness of the activities and initiatives to make the school environment safe and clean and conducive for learning will be measured by the number of incidents reported in the OORS systems, suspensions, the classroom environment and the student responses on the 2012-2013 School Environment Survey. ,
- **Steps taken to involve teachers in the decision-making regarding the use of academic assessments:** The Guidance Counselor will provide teachers with information and request teacher participation depending on the activity.
- **Implementation Timeline:** September 2013 – June 2014

#### Activity #2

- **Student Incentive Program:** To motivate students to “do the right thing”, to comply with rules and regulations, and to promote a safe school environment the following programs have been established:
  - An assembly program in which students receive citizenship certificates, perfect attendance awards, most improved student award and prizes for “doing the right thing”. Awards are presented to students during the Guidance Department assemblies.
  - To provide students with another means of self expression and to facilitate the performing arts a music consultant has been hired to implement a school instrumental band program. The music program is extended to all students. Students develop a knowledge and appreciation for music. They are

- taught musical fundamentals including note and rest values, fundamental rhythms, pitch names, and they learn melodies and counter melodies.
- For Special Needs students and the 8<sup>th</sup> grade class two end of the year trips have been planned to reward those students that have contributed to making the school environment clean and safe.

- **Target Population:** All Students
- **Responsible Staff Members:** Principal , Assistant Principal, Guidance Counselor
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** An interim student survey will be administered in March 2013 to gauge effectiveness and to get student input.
- **Steps taken to involve teachers in the decision-making regarding the ACTIVITIES:** The Principal, Assistant Principal, and Guidance Counselor will solicit teacher input to identify students that deserving recognition for good deeds that promote a safe school environment.
- **Implementation Timeline:** October 2013 – June 2014

**Activity #3**

- **Re-Hire Per Diem Retired Teacher (three days per week):** To provide support and supervision for the Guidance Department, Dean, and Parent Coordinator in the following areas:
  - Assist the Parent Coordinator in indentifying and setting-up parent workshops on CCLS, curriculum/graduation requirements, parenting skills, etc.
  - Assist the Dean department in administering the discipline code, peer mediation and conflict resolution.
- **Target Population:** All Students
- **Responsible Staff Members:** Guidance Counselor, Dean, Parent Coordinator, Per Diem Retired Teacher
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The progress, effectiveness, and impact of the Guidance department, Deans office, and Parent Coordinator will be evaluated based on:
  - Number of parents that attend parent workshops
  - Results of the Parent Survey
  - Reduction of the number of student suspensions due to peer mediation and conflict resolution
- **Steps taken to involve teachers in the activities implemented by Per Diem Retired Teacher:** Teacher input will be solicited based on individual students identified as needing counseling, behavioral modification, etc. and parent/teacher conferences
- **Implementation Timeline:** October 2013 – June 2014

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here:   **Title I SWP**  

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I SWP and Tax Levy funds will be used to:**

- Re-Hire the Per Diem Retired Teacher 3 days per week to provide support and supervision for the Guidance Department, Dean, and the Parent Coordinator.
- Re-Hire Educational Music Consultant to continue to implement the school instrumental band 3 days per week.

- Purchase student incentives and classroom supplies to facilitate the support of Academic Intervention Services (AIS)
- Purchase student assemblies on Bullying, Science demonstrations, Drama, Art, etc

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**2011-2012 Parent Learning Environment Survey: Communication, page 5:**

**2011-2012 Parent Learning Environment Survey responses showed a need to communicate information and services to parents using various methods of communication based on the following response :**

How often during this school year have you received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child? (6.8) Survey Results:

- More than once a month: 29%
- About once a month: 41%
- Once every few months: 12%
- Once or twice this school year: 6%
- Never: 12%

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014, several different methods of communicating with parents regarding information and services for students and parents i.e. parent workshops, after school programs, etc will be implemented so that the strengths and needs of both students and parents are identified and used to augment learning.**

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

- strategies/activities,  
d) timeline for implementation

### **Activity #1**

- **Communication with Parents** : To implement methods of reciprocal communication between the school and the parent that give the parents access to the same information in four different means of communication:
  - Implementation of School Messenger services to automatically phone parents regarding, absences, latenesses, special events, workshops, and meetings.
  - Back-Pack letters home with students
  - Update E-Chalk school website in a timely manner
  - Update school bulletin boards, and signage with all events
- **Target Population**: Parents
- **Responsible Staff Members**: Parent Coordinator
- **Targets to evaluate the progress, effectiveness and impact of the additional parent communication methods**: Results of the 2013-2014 Parent Learning Environment Survey communication results
- **Steps taken to involve teachers in the decision-making regarding the additional parent communication methods**: Parent Coordinator will collaborate with teachers to identify special events, trips, student needs, SLT meetings, and scheduled Parent/Teacher conferences.
- **Implementation Timeline**: September 2013 – June 2014

### **Activity #2**

- **Parent Workshops** : In conjunction with the PTA/PAC, and the teachers the Parent coordinator will facilitate a series of Parent workshops throughout the year to educate parents about the school, the curriculum, and issues they face as parents:
  - “Parenting Skills” ; Grade Level ELA and Math Curriculums; NYS Test Requirements; GED Courses; “Behavioral Modification Techniques” ;“Strategies To Help Your Child Succeed” ; ARIS and ACUITY data
- **Target Population**: Parents
- **Responsible Staff Members**: Parent Coordinator
- **Targets to evaluate the progress, effectiveness and impact of the parent workshops**: Parent participation based on Sign-In Sheets and Agenda’s from parent workshops; The 2012-2013 School Parent Survey results;
- **Steps taken to involve teachers in the decision-making regarding parent workshops**: Parent Coordinator will collaborate with teachers to identify topics/areas of concern and how to get parents more involved in the school community prior to PTA/PAC meeting, SLT meetings, and scheduled Parent/Teacher conferences.
- **Implementation Timeline**: September 2013 – June 2014

### **Activity #3**

- **Counseling Services** : The school Guidance Counselor will provide parent/student and family counseling based on referrals and communication with parents.
- **Target Population**: Students and Parents
- **Responsible Staff Members**: Guidance Counselor
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities**: Feedback based on the 2013-2014 Parent Learning Environment Survey parent responses to Communication:
- **Steps taken to involve teachers in the decision-making regarding counseling**: Referrals from the teacher to the Guidance Department.
- **Implementation Timeline**: September 2013 – June 2014

#### **Activity #4**

- **Parent Involvement Activities** : To foster communication and involvement in school activities wherever possible parents will be asked to chaperone, volunteer, and participate in school initiatives such as school trips, assemblies, recognition/awards assemblies, grade level parent/teacher conferences, class projects, book fairs, PTA/PAC meetings, SLT meetings, talent show, student prom/graduation, holiday events, etc.
- **Target Population**: Parents
- **Responsible Staff Members**: Principal, Assistant Principal, Teachers, PTA/Pac,
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities**: Parent Sign-In Sheets from Parent-Teacher conferences, PTA/PAC meetings, SLT meetings, and feedback based on the 2012-2013 Parent Learning Environment Survey results.
- **Steps taken to involve teachers in the decision-making regarding parent involvement**: During monthly staff meetings and common preps teachers ideas/suggestions on how to get parents more involved in the school community will be an on-going agenda item.
- **Implementation Timeline**: September 2013 – June 2014

#### **Activity #5**

**EPIC Parent Workshops**: To enriched student/parent communication skills, to enhance parenting skills and to provide parents with a better understanding of adolescents the school PTA/PAC will host 4 two hour Parent Workshops facilitated by the Every Person Influences Children (EPIC) organization:

- **Developing Respect and Caring in Young Children**  
Assists parents with easy to use ideas for developing a relationship of mutual respect as well as building these character traits in their children. Parents also identify a personal sense of what respect and caring mean to them.
- **Resolving Conflicts**  
Identifies underlying causes of conflict and examines how each parent responds. Assist parents to learn ways to manage or resolve conflict as well as understand their role in conflict management or resolution.
- **Growing Up is Hard Work**  
This workshop provides an “Events of Adolescence” chart for each parent to use to recall his/her own adolescence. This chart recounts events that occur during the young adolescent years. It reminds the parents of that growth period. The workshop includes a discussion of some of the difficulties of the basic tasks of growing up.
- **Helping Your Young Adolescent Succeed in School**  
This workshop explores positive ways parents can become more involved in their young adolescent’s school experience. It identifies steps parents can take to solve problems young adolescents may encounter at school. Parents practice positive techniques for talking with their young adolescents about school.
- **Target Population**: Parents
- **Responsible Staff Members**: Parent Coordinator, PTA/PAC President
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities**: The impact that the workshops have on parent engagement will be measured based on the number of parents that attend workshops as evident by Parent Sign-In sheets and their feedback on workshop surveys sheets.
- **Steps taken to involve parents in workshop selection**: The parent Coordinator met with the parents to determine the needs and selected the workshop associated with the needs that have been identified by the parents.

- **Implementation Timeline:** September 2013 – May 2014

**Activity #6**

**Parent Trip:** The parents and students will contract with Bob Mann Tours to go on an African American Heritage Tour of Baltimore in May 4, 2014 to visit the:

- Eubie Blake Center
- Orchard St. Church
- Baltimore Inner Harbor
- Reginald Lewis Museum

- **Target Population:** Parents and Students
- **Responsible Staff Members:** Parent Coordinator, PTA/PAC President
- **Targets to evaluate the progress, effectiveness and impact of the strategies and activities:** The goal of the trip is to be the culminating activity for the EPIC parent workshops. The Parent Coordinator will facilitate activities i.e. games, scavenger hunt, etc. during the trip that reinforce student/parent communication skills, problem solving, and respect.
- **Steps taken to involve parents in the trip selection:** The PTA/PAC president met with the parents to select a culminating trip
- **Implementation Timeline:** May, 2014

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here:   **Title I SWP**  

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I SWP and Tax Levy funds will be used to:**

- **Purchase 4 EPIC Parent Workshops to facilitate parent engagement**
- **Purchase Bob Mann Tours Baltimore trip for parents that facilitate parent engagement**

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b>SETTS/AIS/IEP Teacher provider utilizes the following program and/or strategy:</b></p> <ul style="list-style-type: none"> <li>• Achieve It-ELA program grade 4</li> <li>• Wilson Reading</li> <li>• Supplemental ELA activities</li> </ul> <p><b>Speech Teacher :</b> Students receive speech and language to help with articulation and language skills based on IEP.</p>	<ul style="list-style-type: none"> <li>• Small group 8:1 maximum</li> <li>• 1:1 tutorials</li>   <li>• Small group 8:1 maximum</li> <li>• 1:1 tutorials</li> </ul>	<p>During the school day During the 37 1/2 minute tutorial session Extended Day After school program</p> <p>During the school day 37 1/2 minute tutorial session Extended Day After school program</p>
Mathematics	<p><b>SETTS/AIS/IEP Teacher provider utilizes the following program and/or strategy:</b></p> <ul style="list-style-type: none"> <li>• Achieve It-math program grade 4</li> <li>• Wilson Reading</li> <li>• Supplemental Math activities</li> </ul>	<ul style="list-style-type: none"> <li>• Small group 8:1 maximum</li> <li>• 1:1 tutorials</li> </ul>	<p>During the school day 37 1/2 minute tutorial session Extended Day After school program</p>

	<p><b>Speech Teacher :</b> Students receive speech and language to help with articulation and language skills based on IEP.</p>	<ul style="list-style-type: none"> <li>• Small group 8:1 maximum</li> <li>• 1:1 tutorials</li> </ul>	<p>During the school day 37 1/2 minute tutorial session Extended Day After school program</p>
Science	<p><b>Science Cluster Teacher</b> Gives supplemental lessons after school to students identified as students at-risk of failing science based on teacher observation and formal assessments.</p>	<ul style="list-style-type: none"> <li>• Small group 10:1</li> </ul>	<p>37 1/2 minute tutorial session Extended Day After school program</p>
Social Studies	<p><b>Social Studies Cluster Teacher</b> Gives supplemental lessons after school to students identified as students at-risk of failing social studies based on teacher observation and formal assessments.</p>	<ul style="list-style-type: none"> <li>• Small group 10:1</li> </ul>	<p>37 1/2 minute tutorial session Extended Day After school program</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b>Guidance Counselor</b> addresses behavior issues that interfere with classroom conduct/learning. Temporary services are designed to help students deal with short term problems.</p>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• Individual</li> </ul>	<p>Extended Day After school program</p>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The following strategies and activities are used to recruitment, retain, assign and support Highly Qualified Teachers to ensure that current staff remain highly qualified

- Currently, the 23K178 staff is 100% highly qualified.
- On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team.
- Teacher team meetings focused on providing teaching, learning, and assessment in the classroom that promotes student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study.
- Weekly grade level meetings focused on common core learning standards, best practices, in-house training, and data driven instruction
- On-going professional development workshops that support teachers in building the capacity necessary to achieve this goal. A.U.S.S.I.E. consultants and PD 360 Specialist assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
- Administrative observations and frequent short cycle walk through both formal and informal to ensure that academic rigor is evident in curriculum mapping documents, lesson plans, teacher practices, teacher delivery of lessons.
- Administrative observations and frequent short cycle walk through to ensure that teacher questioning techniques encompass higher order thinking questions and on-going assessment of student learning.
- Administrative observations and frequent short cycle walk through to ensure that students are engaged and that differentiation of instruction is evident based on lesson plans, grouping, assignments, etc.
- Administrative observations and frequent short cycle walk through to ensure that teachers are using data to drive instruction.
- Administrative feedback to teachers at post-observation conferences.
- Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

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**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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, 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 and Assessments.

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>CHRISTOPHER GROLL/LUCIUS YOUNG</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>178</b>
School Name <b>ST. CLAIR MCKELWAY SCHOOL</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>DR. JOSEPH HENRY</b>	Assistant Principal <b>LORENZO SOLEYN</b>
Coach <b>ELA YVETTE COLLINS</b>	Coach
ESL Teacher <b>ESL DOLORES COCCO</b>	Guidance Counselor <b>MARCELA COLMORE</b>
Teacher/Subject Area <b>MONICA SYLVESTER</b>	Parent <b>DIANNE DOWDING</b>
Teacher/Subject Area <b>IDALIA JONES-MAXWELL</b>	Parent Coordinator <b>PRISCILLA DAVIS</b>
Related Service Provider <b>E. TURNER/H. BRUMMELL</b>	Other <b>SHALCA NELSON</b>
Network Leader <b>LUCIUS YOUNG</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please 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 ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>598</b>	Total Number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>5.02%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

1- These are the steps followed for the initial identification of those students who may possible be ELLs:

\* The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to PS178. The Pupil Personnel Secretary, administers the HLIS. If the HLIS indicate a language other than English, then the Pupil Personnel Secretary, notifies the ESL teacher. The ESL teacher conducts an informal interview with the parent in their native language and or English.

\* The formal initial assessment is conduct by the ESL teacher who administers the LAB-R within 10 days of enrollment. The ESL teacher uses the State designated level of proficiency on the LAB-R to determine if the student is eligible for either Freestanding ESL, Transitional Bilingual Education or Dual Language.

\* Using the NYSESLAT, theESL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined by the NYSESLAT guidelines.

\* The ESL teacher has a ESL License and a Masters in Bilingual Education.

2- Various structures implemented at PS178, to ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices i.e.Transitional Bilingual Education, Dual Language or Freestanding ESL programs. They are advised that St. Clair McKelway only offers a Freestanding ESL program, however the guidance department in conjunction with the ESL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training, such as ARIS. Also, parents are informed of Regional presentations, by ESL teacher and Parent Coordinator.

3- The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ESL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ESL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed, returned and entered on the ELPC.

4- The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:

\* The Home Language Identification Survey (HLIS)

\* Students test results from the LAB-R

\* Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter.

\* For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance counselor, Assistant Principal and ESL teacher collaborate to provide assistance in locating an appropriate school.

\* Students are placed in the ESL instructional program at PS178K.

5- After reviewing the Parent Survey and Program Selection forms, reported into the ELPC, the trend over the past few years, most of

the parents have chosen the Freestanding ESL program offered at PS178K.

6- The program model offer at PS178K is in alignment with parental requests, which is the Freestanding ESL program.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	8	6	3	3	2	2	1	2	3					30
<b>Total</b>	8	6	3	3	2	2	1	2	3	0	0	0	0	30

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	25
SIFE	3	ELLs receiving service 4-6 years	5
		Special Education	2
		Long-Term (completed 6 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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	25	3	0	5	0	2	0			30
Total	25	3	0	5	0	2	0	0	0	30

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second 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	6	4	1	2			1	2	2					18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian		1	1		2	1								5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2		2										6
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1- The instruction organizational model at PS178K is delivered using;

a) Our students are serviced using the Freestanding ESL Pull-Out model.

b) The ESL Pull-Out program model is instructed in an ESL classroom in heterogeneous (mixed proficiency levels) groups of no more than 10 students.

2- The ESL mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154.

a) The CR Part 154 mandates are addressed in the instructional plan for language development. In our Freestanding ESL Pull-Out model uses Beginner and Intermediate students receive two fifty minutes periods of ESL instruction daily. Advance students receive one fifty minute period of ESL instruction daily in addition to 90 minutes of ELA received in their general education classes.

3- The English language acquisition is emphasized in the content areas. All classes are delivered in English using ESL strategies such as Total Physical Responses. The ELL students participate fully in the Literacy, Math and other content areas programs with the General Education population. Teachers make use of resources in each of these core programs to target the specific needs of ELLs. Much of this work includes vocabulary development, conversation with peers, and use of ancillary resources to support understanding (e.g. picture dictionary).

4- To provide differentiated instruction for ELLs subgroups the results of the NYSESLAT test is used by the ESL teacher to identify each student's modality. Classroom teachers differentiate instruction and use specific ELL material and resources to meet the ELL needs. In addition, students receive ELS services during the school day. Selected students receive tutorial services during the 37 1/2 minutes. In addition, we also provide the Saturday Academy for ELL student. There is also on-going collaboration between the ESL teacher and the content area teachers.

a) Currently we have 3 SIFE students. Identified SIFE students receive additional services after we determine their prior knowledge. We meet with the parents, content area teachers, guidance, school based support team and the AIS provider to develop an instructional plan for each SIFE student. The AIS team is also available to help students acquire the skills they may need for academic success. If further help is needed, we will research the availability of bilingual computer tutorials for these students as a supplement to their education.

b) Our plan for newcomers is to start off the school year with a welcome orientation for students and parents. This orientation highlights the attributes and expectations of US schools. Our parent coordinator would continue this orientation throughout the year by being available to parents in the transition process. Newcomers will be fully serviced by the Certified ESL teacher through our Freestanding Pull-Out program and differentiated instruction in the content areas of instruction.

c) Students who have been receiving services for 4 to 6 years continue to receive services until they become proficient in all 4 modalities (speaking, listening, reading, and writing) of the English language.

d) Long-term ELL students are recertified every year if they are not proficient on the NYSESLAT. After becoming proficient students are

## A. Programming and Scheduling Information

monitored for an additional two years for progress.

e) If identified an ELL student with special needs, they are serviced by our Special Education teacher, the AIS team in addition to the services of the ESL teacher.

5- The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (Accelerated Reader Program, 100 Book Challenge Program, leveled classroom libraries, and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.

6- The ESL teacher talk to teachers in the other content areas to make sure that students are confortable. In addition, our transitional students will continue to receive support from the ESL teacher. These students will also receive their mandated test accommodations for 2 years if needed.

7- All programs will remain the same in our school.

8- As of now all ELL programs will continue to service and support the students in reaching their academic proficiency.

9- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs of PS178K are involved in the majority of the school's activities.

10- To meet the needs of ELL students, we use the Scott Foresman reading program that has an ELL component as part of the instructional materials. Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses the following instructional materials to support the learning of ELLs in our school: students use the ELL module in the "Destination Math/ELA" software for enrichment; the on-line components of ACUITY (grades 3-8); Renzulli Learning and the Rosetta Stone enrichment programs, helps to prepare students for the standarized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

11- In the ESL instructional model, the students are allowed to use Spanish English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.

12- All required services support, and resources correspond to ELLs age and grade levels.

13- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive and additional hour and a half of instruction using differentiated methods such as computers, art. Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.

14- The language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

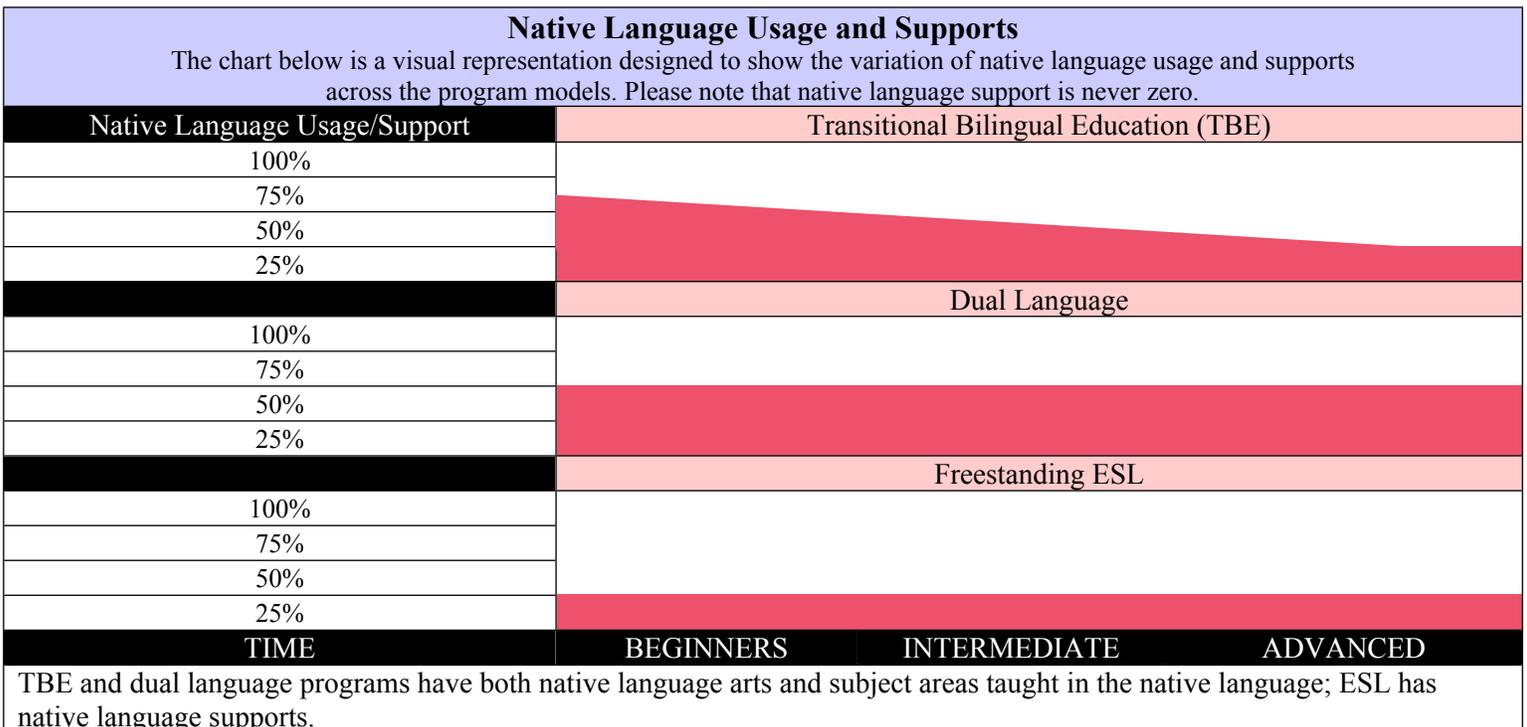
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8- The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (Accelerated Reader Program, 100 Book Challenge Program, leveled classroom libraries, and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.

9- The ESL teacher talk to teachers in the other content areas to make sure that students are comfortable. In addition, our transitional students will continue to receive support from the ESL teacher in our after school program and Saturday Academy. These students will also receive their mandated test accommodations for 2 years if needed.

10- All programs will remain the same in our school.

11-As of now all ELL programs will continue to service and support the students in reaching their academic proficiency.

12- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs of PS178K are involved in the majority of the school's after school activities and Saturday Academy.

13- To meet the needs of ELL students, we use the Scott Foresman reading program that has an ELL component as part of the instructional materials. Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses the following instructional materials to support the learning of ELLs in our school: students use the ELL module in the "Destination Math/ELA" software for enrichment; the on-line component of ACUITY (grades 3-8) helps to prepare students for the standardized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

14- In the ESL instructional model, the students are allowed to use Spanish English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.

15- All required services support, and resources correspond to ELLs age and grade levels.

16- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive an additional hour and a half of instruction using differentiated methods such as computers, art. Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.

17- The language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.

### **C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1- On-going professional development is provided by the CFN408 Network Team, Workshops on PROTRAXX and DOE Office of ELL.  
2- The ESL teacher provides support to content area teachers.  
3- As per José P. ESL training is done throughout the year for all the staff in excess of the required 7.5 hours per year during common preps, study groups and monthly professional development conferences. The main focus is on how to address the needs of our ELL students in the content area of instruction.

### **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1- In accordance with the school's Parental Involvement Policy, the school provides full opportunities for parental participation of parents with limited English Proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title1), Parent-Teachers Association and the Learning Leaders program. These groups are open to all parents, and meet regularly to discuss and support programs that enhance the school environment.

PS/IS 178 has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents in the education of their children, and in the school community. When parents need translation services, the PC can enlist the aid of Learning Leader volunteers, family workers and staff to assist. For parents with disabilities, family workers can make home visits where needed to disseminate information.

2-Through our Parent Coordinator, and ELL teacher, workshops have been provided by city agency and community-based presenters to assist parents of ELL's with immigration issues, school issues, and obtaining job and health information. Our PC will make arrangements for the representatives to come to the school to present to parents.

PS/IS 178K supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by PS/IS 178K:

- Parent Math and Literacy Development
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- Public Library Programs
- School-based Support services
- Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, Math and Literacy Coaches) in planning and implementing effective Parent Involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- Provide a Parent Room in which Parents feel welcomed and can be used to coordinate Parent Involvement activities (PTA,PAC, Room 302.)
- Provide resources for family outreach to assist and inform Parents, and involve them in the School Community.

3- The needs of parents are evaluated via in-house parent survey, in addition to DOE survey results. Our ELL teacher maintains an on-going rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies can be created or altered to address a specific issue that arises.

4- Programs at PS/IS 178 allow parents to be informed of programs that can benefit their children, and allow them to assist in their education. Our Saturday Academy program strives to make the parents of our ELLs feel welcome not only in the school, but to the United States and local New York City culture. They were able to come in and work with their children and learn with them. These activities strengthened the bonds between the home and school,giving parents an opportunity to share their culture with others in a comfortable space.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	1	2	1	2	2	1		1					17
Intermediate(I)		4	1	2										7
Advanced (A)	1	1	1	1				2	2					8
Total	8	6	4	4	2	2	1	2	3	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I	4		1						1				
	A		2	3		1		2	1	1				
	P	1	1	2		1	3		1					
READING/ WRITING	B			1		1				1				
	I	3	1	3						1				
	A	2		1					1					
	P		2	1		1	3	2	1					

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5									0
6			1						1
7			2						2
8	1								1
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		2		1				6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1- The assessment tools used at PS178K for early interventions to develop the ELL population are: ECLAS2, Fountas and Pinnell/TCRWP, the NYSESLAT modality report. These insight data provide the information that the ELL students need more help with the reading and writing modalities. These ESL assessment tools help provide for and the design of differentiated instruction for students, teacher planing and remediation.

2- The data patterns across proficiency levels have revealed that reading and writing are the highest deficiencies across all grade levels.

3- Spring 2011 NYSESLAT Test results reveal that in reading and writing 8 ELL students scored in the intermediate range i.e. 1% or three out of thirty one students. Additional instruction in reading and writing will be provided for these students. 29% or four out of thirty one students scored in the advanced level. 23% or ten out of thirty one students scored in the proficient level. 23 % of all ESL students scored in the proficient level in listening and speaking. Students will be grouped according to their modalities. Teachers will focus in reading and writing. Lessons will be differentiated based on students' academic needs.

4- a) The majority of ELL students are either beginner or intermediate level students.

b) Administration chart the progress and teachers provide lessons with differentiated instruction or remediation based on students' academic needs during school and the after school programs.

c) The school is learning the level of students within the four modalities.

5- N/A

6- The ELL teacher can evaluate the success of program for ELLs using the ELL periodic assessments and mainly from the 2011 NYSESLAT test results. Each year a greater number of students transition out of ESL.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** ST. CLAIR MCKELWAY

**School DBN:** 23K178

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DR. JOSEPH HENRY	Principal		10/31/11
LORENZO SOLEYN	Assistant Principal		10/31/11
PRISCILLA DAVIS	Parent Coordinator		10/31/11
DOLORES COCCO	ESL Teacher		10/31/11
DIANNE DOWDING	Parent		10/31/11
MONICA SYLVESTER	Teacher/Subject Area		10/31/11
IDALIA JONES-MAXWELL	Teacher/Subject Area		10/31/11
YVETTE COLLINS	Coach		10/31/11
	Coach		
MARCELA COLMORE	Guidance Counselor		10/31/11
LUCIUS YOUNG	Network Leader		
E. TURNER	Other <u>RELATED SERVICES</u>		10/31/11
H. BRUMMELL	Other <u>RELATED SERVICES</u>		10/31/11
SHALCA NELSON	Other <u>TEACHER/SUBJECT AREA</u>		10/31/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

**DBN:** 23K178      **School Name:** St. Clair McKelway School

**Cluster:** Chris Groll      **Network:** CFN408

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

First, an assessment of written translations was conducted by reviewing the CR Part 154 report. Then a needs survey was conducted.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our survey indicated that 32 students at PS/IS 178 are receiving ELL services in a pull-out program. This number includes children who tested out of the program but are receiving 2yr extended support. The majority of our ELL students 18 (3%) are Hispanic, with Spanish being the spoken language. The following languages were identified in the survey:

Language	No. Speaking Language	% of Demographic
Spanish	18	3.01
Haitian-Creole	5	0.83
Arabic	1	0.16
German	1	0.16
Other (African Languages)	7	1.16

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

ELL students at PS/IS 178 receive 360 minutes of ESL instruction on a daily basis in a pull-out program. The majority of our ELL students, who are in grades K-8, are Hispanic; one speaks Arabic, seven speak other African languages (ie.Yoruba),and one speaks German.

All documents, letters and communication with parents are translated into the required languages on a daily basis. Two paraprofessionals, two and the ELL teacher provide Spanish translation services for parent notices and meetings. Our German, Arabic and Yoruba speaking families receive translation from DOE online services. The Parent Bill of Rights and other forms are available and provided to parents in all languages as the need arises.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

All documents, letters, and communications with parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, and cafeteria staff have been informed of the translation/interpretation needs of the students speaking German and Arabic. The name and extension of a parent volunteer interpreter was also provided.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All documents, letters, and communications with parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, school aides and cafeteria staff have been informed of the translation/interpretation needs of the students speaking German and Arabic. The name and extension of a parent volunteer interpreter was also provided.