



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** PS/IS 73  
**DBN (i.e. 01M001):** 23K073  
**Principal:** KENYA STOWE  
**Principal Email:** [KSTOWE@SCHOOLS.NYC.GOV](mailto:KSTOWE@SCHOOLS.NYC.GOV)  
**Superintendent:** MAURICIERE DEGOVIA  
**Network Leader:** MEGHAN KELLEY

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
KENYA STOWE	*Principal or Designee	
JOSEPH MAHLER	*UFT Chapter Leader or Designee	
ANGEL GREO	*PA/PTA President or Designated Co-President	
JIMMIE MCLAUGHLIN	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	
LAURA BURNS	Member/ TEACHER	
KEISHA GILLIS	Member/ PARENT	
LOTTIE MCCAIN	Member/ PARENT	
CARLENE JOHNSON	Member/ PARENT	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 23K073**

School Configuration (2013-14)

<b>Grade Configuration</b>	PK,0K,01,02,03,04,05,06,07,08	<b>Total Enrollment</b>	196	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	N/A	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	N/A
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	14	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	6	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	85.5%	<b>% Attendance Rate</b>			89.6%
<b>% Free Lunch</b>	99.8%	<b>% Reduced Lunch</b>			0.2%
<b>% Limited English Proficient</b>	7.2%	<b>% Students with Disabilities</b>			19.9%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	N/A	<b>% Black or African American</b>			80.1%
<b>% Hispanic or Latino</b>	17.5%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			1.0%
<b>% White</b>	1.4%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	1.17	<b># of Assistant Principals</b>			1
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			2
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			7.9%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	10.8%	<b>Average Teacher Absences</b>			7.8
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	8.3%	<b>Mathematics Performance at levels 3 &amp; 4</b>			12.1%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	68.1%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			17.9%
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	No
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	Yes	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	No
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	No	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	No
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Our 2012-2013 SCEP was created in consultation with our School Leadership Team. Two of the major strengths were that the SMART goals that were created reflected the school's need and were aligned with the 2012-2013 instructional expectations. An additional strength was that the SCEP was the guiding document for all school-wide planning throughout the year.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
As a result of not meeting goal 3 of the 2012-2013 SCEP (there will be a 10% increase in the number of students scoring a level 3 or above on the NYS ELA exam), this goal was revised and included in the 2013-2014 SCEP. We analyzed various data sources including the results of the 2012-2013 NYS ELA exam, the 2012-2013 Progress report and student work products, as well as evaluated the actions, strategies and activities that addressed the goal and either refined the systems that were effective and/or added new systems.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
One of the challenges that were encountered in developing the 2012-2013 SCEP was the lack of understanding of some SLT members of understanding the purpose of the SCEP and their roles in developing it. Another challenge in implementing the SCEP was receiving funding after the school year had begun. This resulted in the delay of planning and implementing some of our programs. Lastly, teacher effectiveness also posed challenges.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The 2012-2013 SCEP was successfully implemented in respect that 4 of the 5 goals were met. This was a result strategically allocating funds as they became available and adhering to the action plan that was devised for each goal.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	<b>No</b>
		x	
<b>If all the goals were not accomplished, provide an explanation.</b>			
The goal of improving teacher practices that would result in a 10% increase of students performing at or above proficiency on the 2013 ELA exam was not met. Scores across the city decreased as a result of the implementation of the Common Core aligned exams. This decrease was applicable to our students as well. However, our students outscored the city's average and our peer group's average in respect to student progress. This evidences that some of our strategies aligned to this goal were effective. A modified version of this goal has been included in our 2013-2014 SCEP. We have analyzed the teacher/student performance data and evaluated the actions, strategies and activities that addressed last year's goal and either refined the systems that were effective and/or added new systems. Refining of the systems/structures included but are not limited to hiring content area teachers in the middle school, implementing a new ELA curriculum, placing an emphasis on integrating technology into our curriculum, scheduling more time for teachers to meet to engage in collaborative planning and analysis of data, providing differentiated professional development based on teacher needs, improving the quality of feedback provided to the teachers, beginning our after school program earlier than we did last year and extending our Saturday Academy for the entire month of March.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>		<b>Yes</b>	<b>No</b>
		x	

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Adequate funding and teacher effectiveness remain a concern in developing and implementing our school's SCEP.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Our student academic targets include improving the overall percentage of all students who are proficient in ELA and math and increasing the number of ELLs and SWDs who are making progress in ELA and math.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
Information is shared with the school community via the school's website. The school leader will also communicate regularly with all teachers and students during the daily morning meetings that take place from 7:50am-8:00am. Additionally, important announcements, recognition and best practices will be shared weekly with the staff member via the Greatness Gazette (school newsletter). Communication will also take place with staff members during weekly team meetings, monthly staff conferences and by appointment as needed. Important announcements, recognition, study skills and tips on helping children at home will be			

shared with students and parents monthly via the Greatness Gazette student and parent editions. The school leader will also communicate with parents during monthly Coffee with the Principal Meeting, PTA meetings and by appointment as needed. The school's messenger service is also utilized to communicate important announcements and events. The school leader will also communicate with students during monthly student government meetings.

**Describe your theory of action at the core of your school's SCEP.**

We believe that if we have a professional learning community where teachers are supported in improving their practices and are provided with opportunities to engage with one another in reviewing curriculum, creating common assessments and analyzing student work across disciplines then student learning will improve.

**Describe the strategy for executing your theory of action in your school's SCEP.**

A school-wide professional development plan has been devised to support teachers and administrators in improving their practices. This school-wide professional development plan focuses on providing targeted support in areas that have been deemed areas in need of improvement. The school-wide plan is adhered to and administrators conduct classroom observations to ensure that teachers are implementing the strategies shared during the professional development sessions. Additionally, strategic scheduling was done allowing teachers across grade levels and disciplines to meet at least 3 times a week to engage with one another in reviewing curriculum, creating common assessments and analyzing student work.

**List the key elements and other unique characteristics of your school's SCEP.**

The key elements of our SCEP is unique instructional programming such as creating uninterrupted double blocks of instruction for literacy and math, providing quality professional development to improve teaching practices, ensuring instructional access points for all learners via improving our curriculum, lesson planning and delivery of instruction, improving student academic outcomes and behaviors and increasing parental involvement.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Adhering to the action plan that was devised for the 2012-2013 SCEP allowed us to meet 4 of our 5 goals. This evidences our ability to effectively oversee and manage the improvement plan. This year we will continue to use the strategies that were effective and look to implement new ones that will allow us to continue to gain leverage in our school community.

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Feedback from the Quality Review that was done in November 2012 reveals (on page 4) that there are inconsistent teaching practices across the school resulting in varying levels of differentiation, students engaging in tasks that promote critical thinking skills, assessment practices, and supports provided for subgroups. As a result of this feedback, improvement in teacher pedagogy and practices must be supported and monitored.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	------------

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

	<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
<b>x</b>	<b>2.4 School leader's use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

By June 2014, teachers will improve their performance in engaging students in learning as evidenced by 60% or more of teachers being rated increasing at least one level or more in this competency using Danielson's Framework for Teaching.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. School leaders will develop a school-wide professional development plan. Professional development will be provided to all teachers on Danielson's Framework for Teaching and Advance. Through the professional development we will continue to develop a normed understanding of the criteria. Professional development will be provided by school leaders, CITE, AUSSIE, Leadership Academy and Network coaches.
2. School leaders will partner with CITE, AUSSIE, our Network and Talent Coach to norm feedback, calibrate ratings, and plan/facilitate professional development.
3. Teachers will be provided with frequent feedback from school leaders towards the improvement of instructional practices. We will use the instructional rounds model.
4. Teachers will meet with school leaders during the year to discuss progress towards professional goals. All staff members have completed the IPC conference and developed professional goals. In addition, teachers will meet with school leaders mid-year and end of year to further discuss progress.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. School leaders will develop a school-wide professional development plan. Professional development workshops for teachers and administrators will be facilitated by school leaders, CITE, AUSSIE and Network coaches.
2. School leaders will partner with the CITE, AUSSIE, Leadership Academy and Network coaches to plan and facilitate professional development sessions.
3. School leaders will provide feedback at least six times to all classroom teachers.
4. School leaders will conference with teachers at the beginning, middle and end of the year to discuss growth.

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teacher feedback from professional development sessions will indicate greater comfort and application when using Danielson's Framework for Teaching and implementing strategies provided during the workshops.
2. Meeting notes, professional development agendas and feedback forms will show evidence of effectiveness, calibrated ratings, patterns, and trends that result from the professional development sessions.
3. Teacher growth will be evidenced in the feedback and associated ratings in the Advance System.
4. Teacher reflections and progress logs (mid and end of year) will show evidence of progress toward meeting their goals.

#### **4. Timeline for implementation and completion including start and end dates**

1. Weekly from September 2013 – June 2014

2. Ongoing from September 2013 – June 2014
3. Ongoing from September 2013 – June 2014
4. September, February and May-June

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Title I Priority/Focus and SWP funds will be used to pay for AUSSIE, CITE and Leadership Academy consultants to provide professional development and support in improving teaching practices. These funds will also be used for teacher per session (approximately 200 hours) when professional development takes place after normal school hours. Faculty conferences and grade meetings are also used to conduct professional development sessions.
2. Title I Priority/Focus and SWP funds will be used to pay for AUSSIE, CITE and Leadership Academy consultants. The AUSSIE consultant will work with various teachers 2 times a month on Mondays from October through June providing workshops, in class support and assistance with developing coherent lesson plans. These funds will also be utilized for CITE consultants who will provide workshop and in class support for teachers throughout the year from October through June in enhancing their teaching practices.
3. School leaders will meet with teachers during administrative periods to provide feedback.
4. School leaders will meet with teachers during administrative periods to discuss progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
----------	---------------------	----------	-----------------	-----------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>x</b>	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Feedback from the Quality Review that was done in November 2012 reveals (on page 4) that the school must develop greater coherence of rigor and alignment between curricula and State standards to ensure that all students make progress in their learning. As a result, attention must be given to ensure that the curriculum is rigorous, engaging, aligned with the CCLS and allows entry points for all learners to make progress in their learning.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	------------

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, 100% of the ELA and Math units of study and lesson plans in all grades will be rigorous, coherent and will include supports for all learners enabling all students to engage in tasks that are rigorous and promote critical thinking skills as evidenced by lesson plans, units of study and teacher observation reports.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Professional development will be provided to all teachers on the CCLS and improving lesson and unit planning, as well as sessions that support Engaging Students in Learning, Reaching Multiple Learners, Universal Design for Learning, Teaching to Multiple Intelligences, and Integrating Technology into the Curriculum. Through the professional development we will continue to develop a normed understanding of rigor as defined by the standards and learn strategies to improve lesson and unit planning. Professional development will be provided by school leaders, CITE, AUSSIE, and Network coaches.
2. Consultants from CITE and the Leadership Academy will be hired to provide coaching for both the principal and assistant principal once a month from October through June to support the development of understanding and supporting engaging students in learning and meeting the needs of all learners..
3. Instructional Team (teachers and school leaders) will meet twice a month to discuss the quality of the units of study, assist in modifying the units of study, create common assessments and rubrics, ensure vertical and horizontal alignments across the grades and to identify instructional resources/materials designed to strengthen the curriculum and enrich learning experiences (the Instructional Team will be paid per session for meetings that occur after normal school hours)
4. Supplemental instructional materials in ELA and math such as Achieve 3000, READY and I-Ready will be purchased to allow to support successful implementation of the units and lessons.
5. Teacher teams will meet weekly during common planning times to modify the units of study and plan lessons to ensure rigor, activities that heighten student engagement and embed instructional supports for all learners.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Professional development will be provided to teachers by school leaders, CITE, AUSSIE, and Network coaches.
2. Professional development will be provided to school leaders by CITE and Leadership Academy coaches.
3. Instructional Team (teachers and school leaders) will meet twice a month to modify units of study.
4. School leaders will purchase supplemental material to support successful implementation of unit and lesson plans.
5. Teacher teams will meet weekly during common planning times to modify units of study and lesson plans.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teacher and Instructional team feedback from professional development sessions will indicate greater comfort and application when planning and implementing lessons using strategies during the workshops. Additionally, there should be evidence of the improvement of the quality of revised units of study. Improvement in lesson planning will be evidenced by teacher lesson plans and the associated rating in Advance.
2. Meeting notes, feedback forms, consultant logs and associated PPO ratings should evidence improvement in school leaders understanding and supporting engaging students in learning and meeting the needs of all learners.
3. Meeting notes and feedback forms will show evidence of effectiveness of improved units of study. There should be evidence of the improvement of the quality of revised units of study. Revised units should evidence rigor, activities that heighten student engagement and instructional supports for all learners.
4. Effectiveness of supplemental instructional material will be measured by teacher feedback and improvement in student work products.
5. Improvement in lesson planning will be evidenced by teacher lesson plans and the associated rating in Advance.

**D. Timeline for implementation and completion including start and end dates**

1. Ongoing from September 2013-June 2014
2. Monthly from September 2013 – June 2014
3. Biweekly from September 2013-June 2014
4. Ongoing from September 2013-May 2014
5. Weekly from September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Title I Priority/Focus and SWP funds will be used to pay AUSSIE consultants that work with teachers a minimum of twice a month from October through June to provide support in creating lessons that are engaging and provide access points for all learners.
2. Consultants from CITE and the Leadership Academy will be hired to provide coaching for both the principal and assistant principal once a month from October

through June.

3. Title I Priority/Focus and SWP funds will also be used to pay for 11 teachers and 1 administrator on the instructional team for 2 hours for 15 weeks (for 330 hours for teachers and 30 hours for administrators) to modify and analyze the units of study to ensure that units are rigorous, engaging and provide access points for all learners and to pay the instructional team per session when the PD takes place after school hours.
4. Title I Priority/Focus and SWP funds will be utilized to purchase supplemental instructional materials such as Achieve 3000 and I-Ready to align with our instructional focus of engaging students in learning.
5. School schedule will strategically allow time for teachers to meet at least 3 times a week for common planning.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).				
The recent 2012-2013 NYC Progress Report reveals that only 8% of our students are proficient in ELA based on the NYS ELA Exam. As a result, attention must be given to the analysis of data and the results must be used to create strategic action plans that will improve student outcomes.				
<b>Review Type:</b>	NYC Progress Report	<b>Year:</b>	2012-2013	<b>Page Number:</b> 3
				<b>HEDI Rating:</b> n/a

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.			
	<b>4.2 Instructional practices and strategies</b>	<b>x</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, teachers will use a variety of data sources including looking at student work, conducting gap analysis and analyzing student performance data of our ELLs and SWDs, and use this data to inform instructional practices, resulting in 25% or more of the students of these subgroups in all grades scoring a level 2 or above on common ELA performance tasks.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All students performing at a Level 1 or 2 will be required to attend the afternoon AIS program. After-school program specifically for all students performing at a Level 1 or 2 (8 teachers, 1 paraprofessional and 1 administrator will be paid per session to support the after school program). The program will run from October 2013-April 2014 and will take place on Mondays and Tuesdays from 3:15pm-5:15pm.
2. Our core instructional program will be supplemented with the use of Achieve 3000, READY, Wilson, Fountas and Pinnell Leveled Literacy Intervention and IReady to increase student Lexile levels, decoding, reading comprehension and math skills.
3. Students in the lowest third will be the targeted population of the Core Inquiry Team. The Core Inquiry Team (8 teachers and 1 administrator) will meet for 2 hours a month from October through June to analyze the performance data of students in our subgroups and devise strategic action plans for improving performance. Teacher teams will meet monthly during common prep periods to engage in gap analysis of student work products.
4. Professional development will be provided to all teachers in improving student outcomes, differentiated instruction, meeting the needs of all learners and gap analysis. Professional development will be provided by school leaders, CITE, AUSSIE, and Network coaches.

**B. Key personnel and other resources used to implement each strategy/activity**

1. The after school program will be supported by a school leader, 8 teachers and 1 paraprofessional.
2. School leaders will purchase supplemental instructional resources to support our core ELA and Math program.
3. The Core Inquiry team will be comprised of a school leader and 8 teachers.
4. Professional development will be provided to teachers by school leaders, CITE, AUSSIE, and Network coaches.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Effectiveness of the after school program will be evidenced by growth in student academic performance. Academic performance will be measured by our F&P, ELA and Math benchmark assessments that are administered at the beginning, middle and end of the year.
2. Effectiveness of supplemental material will be evidenced by growth in student academic performance. Academic performance will be measured by our F&P, ELA and Math benchmark assessments that are administered at the beginning, middle and end of the year.
3. Improvement in the academic performance of students in our lowest third subgroup will be evidenced by growth in student academic performance. Academic performance will be measured by our F&P, ELA and Math benchmark assessments that are administered at the beginning, middle and end of the year.
4. Teacher improvement in meeting the needs of all learners, differentiating instruction and assessing student learning will be evidenced by the associated ratings in Advance.

**D. Timeline for implementation and completion including start and end dates**

1. Twice a week from October 2013-May 2014
2. Ongoing from September 2013-June 2014
3. Monthly from October 2013-June 2014
4. Ongoing from September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Title I Priority/Focus and SWP funds will be used to pay 8 teachers, 1 paraprofessional and 1 administrator per session for 4 hours a week for 29 weeks to work the Academic Intervention After School program that will run from October 2013-April 2014 on Mondays and Tuesdays from 3:30-5:30 (approximately 900 hours).
2. Title I Priority/Focus and SWP funds will be used to purchase supplemental instructional material such as Achieve 3000, READY, Wilson, Fountas and Pinnell Leveled Literacy Intervention and IReady to support improving student performance.
3. Title I Priority/Focus and SWP funds will also be used to pay 8 teachers and 1 administrator on the core inquiry team per session for 2 hours a month from October through June to analyze the performance data of students in our subgroups and devise strategic action plans for improving performance.
4. Title I Priority/Focus and SWP funds will be used to pay Cite and AUSSIE consultants that work with teachers a minimum of twice a month from October through June to provide support in improving student outcomes, differentiated instruction, meeting the needs of all learners and gap analysis.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
The recent 2012-2013 NYC Learning Environment Survey reveals that we only received an overall rating of 6.8 (noted on the cover page) for safety and respect. As a result, attention must be given to creating a positive and safe school environment.											
<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	1	<b>HEDI Rating:</b>	n/a				

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.											
	<b>5.2 Systems and partnerships</b>				<b>5.3 Vision for social and emotional developmental health</b>						
<b>x</b>	<b>5.4 Safety</b>				<b>5.5 Use of data and student needs</b>						

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, we will continue to implement and revise school-wide systems to decrease the number of Level 3, 4 and 5 occurrences by a minimum of 25%.											

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
<ol style="list-style-type: none"> <li>1. We will continue to work on improving safety at our school. Ongoing professional development in PBIS will be provided for the dean, guidance counselors and teachers on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning provided by Cite and Network coaches. Teachers will incorporate the school's "core values" and premise of our school song into their classroom culture Bullying Prevention/Anti-gang workshops will be provided by School Safety Community Outreach Division. The behavior team will meet weekly to analyze student incident data, identify trends and devise a plan of action to address chronic behavior problems. Best Practices Standards for Creating and Sustaining a Safe and Support School will be utilized to ensure structures and routines are in place to ensure a safe environment.</li> <li>2. We will continue promoting and rewarding positive behavior through our Great Bucks program.</li> <li>3. We will conduct Friday extra curricula activities (led by 7 teachers and 1 administrator) and extended day clubs (led by clusters) where teachers will address social development and promote positive behaviors (teachers/administrator will be paid 2 hours per session a week from December 2012-June 2013).</li> </ol>											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
<ol style="list-style-type: none"> <li>1. All staff members will receive training in PBIS, building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning.</li> </ol>											

- Training will be provided by school leaders, CITE and Network coaches.
- All staff members will promote and reward positive behaviors through our Great Bucks program. School leaders will plan monthly Great Bucks events to celebrate improvement in the behaviors.
  - The Extra Curricula after school clubs will be supported by a school leader and 7 teachers and the extended day clubs will be led by cluster teachers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Improvement in school safety will be measured by a decrease in the number of Level 3-5 incidents recorded in OORS.
- Effectiveness of the Great Bucks program will be measured by student feedback and student responses on the Learning Environment Survey.
- Effectiveness of the after school clubs will be measured by student feedback, a decrease in the number of Level 3-5 incidents recorded in OORS and results of the Learning Environment Survey.

**D. Timeline for implementation and completion including start and end dates**

- Ongoing September 2013-June 2014
- Ongoing September 2013-June 2014
- Weekly from September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Title I Priority/Focus funds will be used to pay CITE consultants that provide professional development workshops on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning. CITE Consultants will provide 10 workshops throughout the year.
- Title I Priority/Focus funds will be used to pay for student admissions for 4 educational reward trips throughout the year.
- Title I Priority/Focus funds will be used to pay 7 teachers and 1 administrator per session for the Extra Curricula After School program that will from October 2013-June 2014 on Fridays from 2:30-4:30 for 30 sessions.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The recent 2012-2013 Learning Environment Survey reveals (noted on page 5) that 93% of our parents either agree or strongly agree that the school communicates to them and their child what they need to do to prepare my child for college, career and success in life after high school. As we strive to improve parental communication and build stronger partnerships between the home and school, attention must be given to improving this result.

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	n/a
---------------------	-----------------------------	--------------	-----------	---------------------	---	---------------------	-----

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

	<b>6.2 Welcoming environment</b>	<b>x</b>	<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

By June 2014, parents will have access to a series of at least 10 workshops designed to build their capacity to support their child's academic growth at home and preparedness for college, career and success in life after high school, as evidenced by workshop agendas, sign-in sheets, feedback surveys and participation in school and community initiatives.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. To support parental capacity to support children's academic growth monthly morning parent meetings will be hosted for parents to discuss concerns and academic progress with their child's teachers. Monthly coffee with the principal meetings will also be held for parents to meet with the principal to discuss any concerns and find out ways to support their child's growth at home. Monthly parent workshops on topics that include the CCLS and test preparation, PTA meetings and events such as Academic Night and our Multi-cultural Festival designed to increase parental engagement will also be held throughout the year.
2. To improve communication between home and school, we will distribute the School/Home Connection Monthly Newsletter, create a school website via E-Chalk and use school messenger to keep parents informed of student attendance and school events/initiatives. We will also promote and use ARIS Parent Link site to keep parents informed of student interim and state assessment results and keep them abreast of their child's current performance via phone contact and progress logs.
3. To improve the effectiveness of parents as partners in our school, parents who wish to volunteer will be trained and participate in on-going professional development sessions facilitated by the Learning Leaders Program.

**B. Key personnel and other resources used to implement each strategy/activity**

1. School leaders, parent coordinator, teachers and CITE consultants will conduct parent workshops.
2. School leaders, teachers, support staff and the parent coordinator will be responsible for improving and ensuring ongoing communication with our parents.
3. Learning Leaders' consultants will provide training and on-going professional development to our Learning Leader volunteers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Effectiveness of the workshops and meetings will be evidenced by positive feedback distributed after the workshops and from the Learning Environment Survey.
2. Effectiveness of communication methods will be evidenced by parental response on the associated area of the Learning Environment Survey.
3. Effectiveness of the Learning Leaders will be evidenced by teacher response on surveys and by parental response on the associated area of the Learning Environment Survey.

**D. Timeline for implementation and completion including start and end dates**

1. Ongoing from September 2013-June 2014
2. Ongoing from September 2013-June 2014
3. Ongoing from September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Title I Priority/Focus funds will be used for CITE consultants to conduct 5 workshops during October to June period designed to improve parental involvement/engagement. Topics will include but not be limited to Understanding the CCLS, Supporting Your Child's Education, Understanding Student Progress and Building Home/School Relationships. The funds will also be used to fund activities/events designed to promote parental involvement and engagement. Funds will also be utilized for supplemental materials to support creating a welcoming and positive school climate, fostering communication and encouraging parental involvement that successfully prepares students for the next level.
2. Title I Priority/Focus funds will be used to pay for the school's messenger, E-Chalk, and School/Home Connection subscription purchased to improve communication with parents.
3. Title I Priority/Focus funds will also be used to pay for parent professional development via Learning Leaders to allow parents to volunteer effectively as partners within our school community.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
---	--------------	---	----------	--	----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## Academic Intervention Services (AIS)

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

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Workshop model</li> <li>• Strategies for Writers</li> <li>• 4 square writing</li> <li>• Achieve 3000</li> <li>• Wilson</li> <li>• Peoples Common Core</li> <li>• Interventions that accompany the core curriculum</li> <li>• IReady</li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and after school (Afternoon AIS – Monday and Tuesday from 2:20pm-3:08pm, After School Monday and Wednesday from 3:15-5:15)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Workshop model</li> <li>• Peoples Common Core</li> <li>• Interventions that accompany the core curriculum</li> <li>• IReady</li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and after school (Afternoon AIS – Monday and Tuesday from 2:20pm-3:08pm, After School Monday and Wednesday from 3:15-5:15)</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Workshop model</li> <li>• Interventions that accompany the core curriculum</li> <li>• </li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and after school (Afternoon AIS – Monday and Tuesday from 2:20pm-3:08pm, After School Monday and Wednesday from 3:15-5:15)</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Workshop model</li> <li>• Interventions that accompany the core curriculum</li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and after school (Afternoon AIS – Monday and Tuesday from 2:20pm-3:08pm, After School Monday and Wednesday from 3:15-5:15)</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• At risk counseling</li> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Individual</li> </ul>	During the school day

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed\*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

The principal in collaboration with the Network 601 HR Director will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The principal will also attend various hiring fairs to hire highly qualified teachers. We will also utilize the New Teacher Finder and NYC Teaching Fellows to identify potential candidates.

**High Quality and Ongoing Professional Development**

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

Through our monthly cycle of professional development, professional development will be offered to all staff members to ensure that they receive continuous training to improve their practices. This profession development is offered by consultants, administrators, and/or the network staff. If any teacher is identified as Not Highly Qualified on our BEDS survey, we encourage those teachers to take classes to become highly qualified in the area that they are teaching and offer tuition reimbursement for these classes.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

When applicable, federal, state and/or local funds are consolidated to support programs that are outlined in our SCEP.

**SWP Schools Only**

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

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

Not applicable

**Measures to Include Teachers in Decisions Regarding Assessments**

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

The MOSL committee in consultation with teachers decide on what assessments will be used for teacher impact on student learning. The principal then approves this decision. Administration in consultation with teachers and the instructional core team decide of in house assessments that will be used to measure student learning. Teachers receive training throughout the year on administering these assessments, analyzing the results and devising action plans to address gaps in student learning.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

---

**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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>073</b>
School Name <b>Thomas Boyland School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Kenya Stowe</b>	Assistant Principal <b>Nadya LaBorde</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Olga Beylis</b>	Guidance Counselor <b>Sandra Villarson</b>
Teacher/Subject Area <b>Deann Smith</b>	Parent <b>Angel Greo</b>
Teacher/Subject Area <b>Kenya Ragin</b>	Parent Coordinator <b>Ethleyne Taylor</b>
Related Service Provider <b>Niasha Webster</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Meghan Kelley</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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>194</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>4.64%</b>
--	------------	----------------------	----------	---	--------------

## Part II: 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	0	0	0	0	1	3	0	5	0	0	0	0	0	9
Pull-out	0	0	0	0	1	3	0	5	0	0	0	0	0	9
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	0	6	0	3	0	0	0	9
Total	3	0	0	6	0	3	0	0	0	9

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

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

**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						3		4						7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	1	3	0	5	0	0	0	0	0	9

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)					1	1								2

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	2								2
5	2								2
6	1		4						5
7									0
8									0
NYSAA Bilingual (SWD)					1				1

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

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 Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use F&P to assess the early literacy skills of our ell students. Our BOY F&P results administered in Sept/Oct reveal that all of our ELL students are reading at below grade level. In most cases, these students are reading at least 2 grade levels or more below their expected grade level. We have used this data to determine what intervention programs will be utilized to improve the reading levels. The Wilson Reading Program will be utilized with students who have been identified as having decoding/encoding defeciences and Achieve 3000 and I-Ready will be utilized with the students who need to improve their comprehension skills and need to master targeted CCLS standards.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Only one of our ELL students advanced a level on the NYSESLAT. The other students remained on the same level as the prior year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
The 2013 NYSESLAT Combined Modality Set Analysis (RNMR) is not available as of December 2, 2013.
4. For each program, answer the following:
  - a. 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?

Our students do not demonstrate a need or desire to take exams in their native laguage. All ELL Periodic Assessment results are carefully analyzed by leadership and teachers to determine how to strategically target instruction in the areas that the students demonstrate defeciciencies in. Teachers complete data analysis templates that identify the strengths and weaknesses of each individual. The students are then categorized as below, approaching, on or above and an instructional plan of action is devised to target the areas that the students demonstrate weakness in. Student work products, weekly assessments and the Spring Benchmark Assessments are monitored and are utilized to determine if the students are progressing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
After a careful review of all assessment datat and conversations with the ESL and classroom teacher, ELL students are catergorized as Tier I, Tier 2 or Tier 3. The academic needs of Tier 1 students ar addressed by their classroom teachers. Curriculum supports and research based strategies are used to the greatest extent possible to insure that instruction is differentiated to meet the needs of these learners in a whole class setting. Tier 2 students receive small group instruction with other general education Tier 2 students, 3 days a week from their classroom teacher and Tier 3 students are pulled out by the ESL/SETTS teacher with other general education Tier 3 students, for more targeted and intensive academic support that matches their learning needs. Research-based intervention strategies are continuously utilized within all Tiers.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Careful consideration is given to whether or not the second language development is a factor in the student's academic deficiencies. We look at the results of the most recent NYSESLAT as well as trends across prior NYSESLAT exams to identify patterns and/or concerns. Our core programs in ELA, Math, Science and Social Studies include components to ensure that instruction in these areas build our ELL students' English Language Skills. Teachers also receive ongoing PD throughout the year on strategies and practices that should be utilized to build English Language Skills as well.
7. 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?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our LAP team and Core Inquiry team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress. ATS provides a list of students that are eligible to

take NYSESLAT for the current school year. Student performance and assessment results (from Preparing for the NYSESLAT Interim Assessments, READY Interim Assessments, school-wide common performance assessments and teacher made exams) are monitored to determine if students are progressing toward benchmark goals. If little to no progress is being made, a new plan of action is devised.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) PS/IS 73K adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents are assisted by Ms. Beylis, licensed ESL Teacher and are instructed in their native language by our designated bilingual staff or a telephone translator, to assist parents with completing the surveys. Trained pedagogues conduct an informal and formal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment (LAB/R). Ms. Beylis, ESL Teacher, is responsible for the initial screening, administering the HLIS, the LAB-R, and the formal initial assessments. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assistance of the Registrar, who is responsible for registering students) will determine if there is a basis for administering the LAB-R or Spanish LAB assessment to them. If Spanish speaking students who were administered the English LAB-R do not pass, they are then administered the Spanish LAB. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are sought via the DOE service providers. This screening process must take place within a 10-day period for students who are first time entrants to the NYC Department of Education. Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment called the Language Assessment Battery in Reading (LAB/R) to determine if they will be eligible for ELL services.
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.  
In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Taylor, also works with our ESL Teacher and Registrar to contact parents of prospective ELL students by phone or sends mail correspondences to the parents on an ongoing basis, inviting them to attend our Parent Orientation sessions to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. This process is conducted within the first 10 days of registration for students who are first time entrants into the NYC DOE. During the orientation session, parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs after review of the HLIS, and the child's LAB and LAB-R results. Parents may also request to observe and visit the participating classrooms to make their final program decision.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our Registrar and our ESL teacher work collaboratively to ensure that parents receive their entitlement letters as a part of the registration process and they work to ensure that the parents return their entitlement letters, Parent Surveys and Program Selection forms on the same day as registration (whenever possible). Outreach to the parents include in school parent orientation sessions, phone calls, and translation services. If parents do not return forms then they are advised that the default program for ELLs is the

Transitional Bilingual Education Program, as per CR-Part 154 regulations. However, we have not had this occur, as all of our forms are completed and returned as a part of our registration process. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

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.

The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program:

- During admissions, the Registrar, our Parent Coordinator, Ms. Taylor, and our trained school LAP members including our ESL teachers provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Entitlement letters are distributed as a part of this process. The entitlement letters are maintained in the students cumulative records.
- We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents.
- Parents complete a Home Language Survey and the student is interviewed if necessary in the native language to make an initial determination of the child's home language. This survey is also maintained in the child's cumulative records.

The parent receives and completes the survey indicating what language their child speaks at home.

- Parents are then invited to attend Parent Orientation in their native language or in English on the day of registration, and are given opportunities to ask questions so that they can make an informed placement selection and to assist them with completing their Program choice form, so that they can return it at the end of the orientation session. Parents are given the placement letters at the end of the orientation. The ELPC screen is immediately updated once this information is obtained as a part of completing the registration process. To support our ELL parents throughout the year, on-going orientation in Spanish and Haitian-Creole are provided, (if necessary) throughout the school year, to inform parents about curriculum and specific program information. We have staff available that speak both languages who are designated to answer any specific questions parents may have about the programs we offer. This is an on-going process that transpires throughout the year, as new potential ELLs are admitted into the school.
- Parents who are unable to attend the scheduled meetings may call the school to make an appointment to discuss program matters and their child's academic progress. Generally, the first period of the day has been set aside to assist parents with much needed translations of documents and/or to conduct parent/student conferences.
- ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student scores below proficiency (i.e. on a beginning, intermediate or advanced level) the student is then considered an ELL and is placed in the appropriate program, within ten days of enrollment.
- Parent choice, coupled with program availability and LAB-R results determine program placement for ELLs. Parents are notified immediately by phone and by mail regarding their child's eligibility.

As stated above, here at PS/IS 73K, we work hand in hand with parents to inform them the program choices that are available to them, if their child is identified as being eligible to receive ELL services. We also take the time to inform them about the available resources and ESL program model here at our school. However, in the end, it is the parents who make the final decision to find a school offering Bilingual/Dual Language programs or opt for a Freestanding ESL instructional program. In the event that that is their request, we will assist them with finding a school nearby that offers either a dual language or transitional bilingual education program, in the event that we do not have sufficient students on two contiguous grades to form a dual language or TBE class. Via our ESL push in program, all of our students also participate in art, physical education, science, and social studies courses, just like their general education counterparts. Parents' choice and program offerings are discussed during our School Leadership meetings, LAP meetings, PTA meetings, and other related conferences. The Program model offered at our school is aligned with parent requests.

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

Our ELL Teacher and Registrar are responsible for collaborating with each other to identify students who are eligible to take the NYSESLAT exam. Our licensed ESL teacher is responsible for administering this exam. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. The report used to determine eligibility is called RLER/LAT.

NYSESLAT assesses ELL students ability in the four skills of reading, speaking, listening, and writing. ELL students are administered all four parts of the NYSESLAT by our licensed ESL teacher, Ms. Beylis. If a student is absent on a test date, make-up days are established to complete any missing section of the test to question here:

6. 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.) 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

After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL program. However, based on a review of the most recent parent choice forms, this year we may have to offer a Transitional Bilingual Education program to our students, as the parent choice request numbers were as follows: Bilingual Education (07), Transitional Bilingual Education (09), ESL Education (07), and no choice requested (02). We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, and Freestanding ESL Program. Currently, we only offer a free-standing ESL push-in program, however, during our Parent Orientation session, parents are informed that they have the right to request that a Bilingual class, or Transitional Bilingual program are formed, if there are 15 or more parents on two contiguous grades, who desire that program. In cases where there aren't enough students to form a bilingual or TBE class, the parent can opt for their child to attend another school in our district, or opt to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist. The program models offered at our school are aligned with parent requests. However, as stated above, in the near future, if we have at least 15 parents (currently we have 09) who opt for the Transitional Bilingual Education Program, then we will change our program offering to a TBE program here at our school, instead of an ESL Program, which we currently offer. If needed, we will seek additional funding sources such as the TBE Planning Grant to help fund a TBE program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
- a. All ELL students on a grade are clustered by placing them in the same heterogeneous class to the greatest extent possible, where the ESL teacher pushes in or pulls them out to service them. In those cases where students are unable to be clustered in the same class, as is the case with our Students With Disabilities who are also ELLs, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, who are already clustered together, so that they can receive instruction together or they are serviced via the pull out model. Our program is designed to make it easier to provide the mandated service hours to all eligible students and to ensure that our students get the maximum support available to them at one time. It was also created to create a sense of fellowship and comradery amongst our ELL students, as well as to enable our administration to support and track the progress of our ELLs to the greatest extent possible. When the students were spread out in different classes across the grade, as they were in the past, it was not easy to track and support the, or to support their teachers. Now the amount of pervasive on-going support that is needed by classroom teachers is much less.
- b. All of our classes are grouped heterogeneously. Students in grades 3-5 receive ELA, math, science and social studies instruction from their homeroom teacher. All classes in grades 7 and 8 are departmentalized.
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)?

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support, for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning.

a. Explicit English a Second Language is provided in our programs. Instruction includes literature-based and content-based instruction alignment explicitly to the NYS standards in ESL, CCLS in ELA, and NLA and all content areas. Instruction complies with mandated CR Part 154 regulations

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 foster language development and meet the demands of the Common Core Learning Standards.
 

Researched based programs were chosen and are being utilized for our ELA and Math Core curriculum. For ELA, teachers in grades 3-5 utilize ReadyGen and teachers in grades 7-8 utilize Expeditionary Learning. For math, teachers in grades 3-5 utilize Go Math and teachers in grades 7-8 use Math Connects and CMP3. All programs are research based, rigorous, designed to meet the demands of the CCLS and include support for ELLs. Teachers meet weekly to modify units of study to ensure additional instructional supports are included to meet the needs of ELLs and other subgroups. Instruction is differentiated for all subgroups to allow all learners access to the curriculum. English Language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Language functions and strategies are taught within the content of the lesson. The instructional components are based on the NY State ESL standards. Additionally, content area instruction in science, social studies, and math, are conducted, using ESL methodology, in which all teachers receive training. Specialized materials, such as the computer and electronic devices are also used to support student learning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

The LAB exam is given to students that score at or below cut scores on the LABR. LAB results help in the determination of language dominance for planning in providing bilingual and ESL services. Additionally, if a student expresses a need and a

desire to be tested in their native language on any exam other than an ELA exam, whenever possible, the exam is administered in their native language. Many of our programs offer this option and it is utilized when there is a need. Also, when there is a need or a student expresses the desire, translators are provided for state exams with the exception of the ELA exam. Our ELL students also have access to an array of books in their NL and English as a part of all classroom libraries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? The ESL and classroom teachers meet to devise or choose assessments that ensure ELL students are evaluated in all four modalities throughout the year.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as IReady, Imagine Learning, Wilson Reading and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

a. We don't currently have any SIFE students but our plan for SIFE students begins with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HLIS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in their native language, or who have no skills in their native language. Feedback is also requested from the classroom teacher and parent to help plan for instruction for our students. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will also practice English skills through the use of Imagine Learning English Technology reading program and trade books written in the native language of our students. The Imagine Learning program uses an ESL approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

b. Our plan for Newcomers receiving services for (less than 3 years) is mainly to cluster all ELL students on the same grade in the same class for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students' individual needs. Via the collaboration of the ESL push in teacher and the classroom teacher our plan is to help students increase language development through technology and small group instruction, and pervasive vocabulary instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process and with translation needs. In doing so, the students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. Interim ELA test practice and test sophistication activities are also used to prepare students to meet CCLS standards. If possible, we would also like to have an afterschool program dedicated specifically to ELLS.

c. Our plan for (4 to 6 years) ELLs is the same as for our newcomers, with the addition of an intense immersion in reading and writing activities (depending on the area that they need improvement upon, as per their performance on the NTSESLAT).

d. Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), such as our After school and 50 Minute Extended day programs, test sophistication sessions, counseling services, and in peer study groups. Daily journal writing and teacher directed writing projects will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

e. Former ELLs continue to receive instructional supports and academic intervention services until they no longer demonstrate a need that the services are required.

7. 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?

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as IReady, Imagine Learning, Wilson Reading and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Every attempt is made to ensure that all of our students are educated in the least restrictive environment. Assessments are administered and progress is monitored to determine if current placements, instructional materials and plans of actions are successful in meeting the needs of the learners. If little to no progress is being made, the LAP team and SIT meet to discuss an alternative plan of action.

### 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	45 minutes per day	45 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

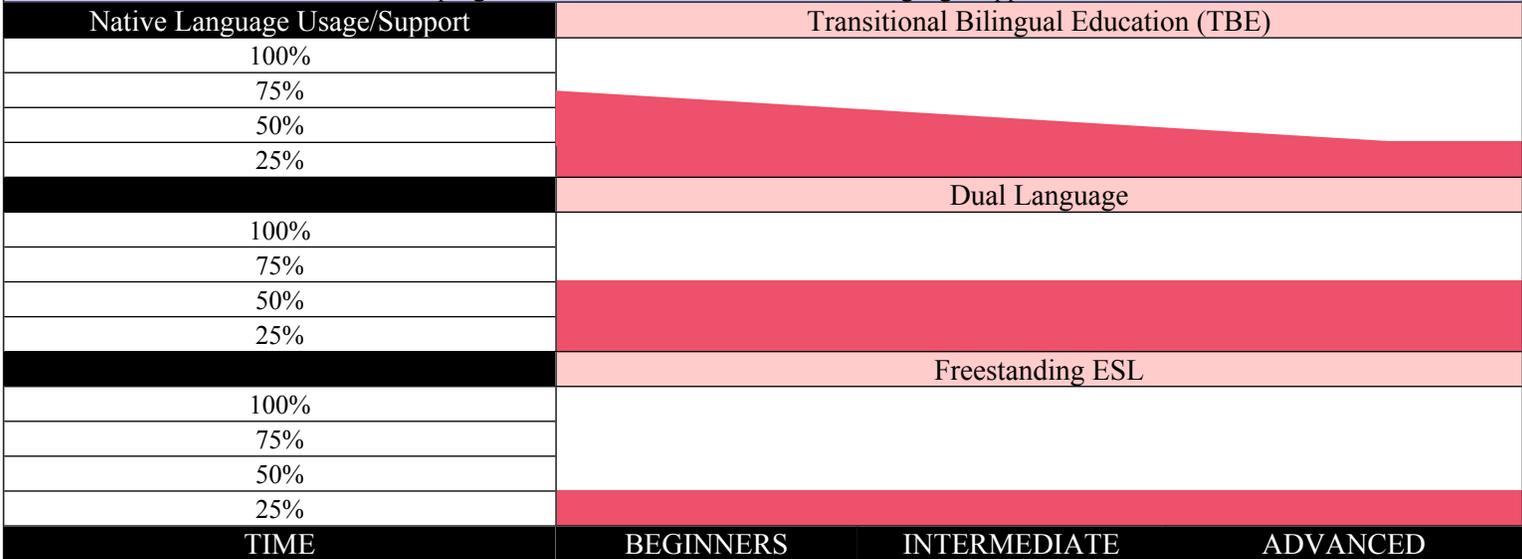
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- We offer the following academic intervention services for all of our ELL students: 50 minute AIS extended day, Academic Intervention After School (M-T), RtI, and the Saturday Academy. Various research based programs are utilized with these programs to support the progress of our ELLs. These services are offered in English but supplemental resources are utilized whenever available to support partial instruction in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program seems to be having a positive impact on the academic performance of our ELL students. Although we fell short of meeting our AYP, these students in this subgroup showed continued progress on their ELA and Math exams.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Also the professional development that our teachers will receive should aid in improving practices designed to meet the needs of these students.
12. What programs/services for ELLs will be discontinued and why?
- none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL students are afforded equal access to any and all programs offered at our school. These programs include all extra curricula activities, After School Academic Program, Saturday Academy, Champs and BOKS. Permission slips are distributed to all of our students at the same time. When needed, permission slips for all programs are translated in the native language that the parents speak and they are asked to send them back whether permission is granted or not. When ELLs participate in any program, the teachers and club facilitators are made aware of who the ELL students are and are encouraged to employ strategies learned at various workshops to allow ELLs full access to the programs. Teachers/facilitators are encouraged to seek the assistance of administrators if they have difficulty meeting the needs of these students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Additionally, IReady, Imagine Learning and Achieve 3000 will be utilized to support the needs of these students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our core curriculum in ELA, Math, Science and Social Studies all include native language supports. Additionally, native language is supported through the use of classroom libraries with books in English, Arabic, Spanish and French, the use of English/BL glossaries and electronic translators.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services, supports and resources correspond to the ELLs age and grade level. Resources such as bilingual classroom libraries, English/BL glossaries, and electronic translators also correspond with the ELLs age/grade level. Additionally, ESL services correspond with the NYSESLAT level and students received their required mandates.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. When applicable new students are paired with a language buddy in their class or someone who is relatively close in age.
18. What language electives are offered to ELLs?
- English only

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1, 2 & 4. Meeting the needs of our ELL students and improving their academic performance is a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided by our network, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. These workshops satisfy the 7.5 hours of ELL training (10 hours for special education teachers). Agendas and attendance sheets are maintained by the teachers and administrators. Some of the topics to be covered and the tentative dates are as follows:

**\*Demystifying ELL Data - October 2013**

Rationale: Teachers who service ELL students must understand how to gather, organize, analyze and use ELL related data in order to accelerate achievement for these students.

**\*Meeting and Supporting the Needs of ELL - October 2013**

Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.

**\*Common Core and ELL Students - November 2013**

Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that will support the success of ELL students meeting these demands.

**\*Differentiated Instruction - November 2013**

Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.

3. The support that we provide staff to assist ELLs as they transition from elementary school to middle school and/or middle school to H.S is the passing on of the student's portfolio from one grade to the other, so that their receiving teacher can access important information about the student's progress, strengths, and weaknesses, via their work products. We also conduct a beginning of the year grade level meeting, in which we require the teachers to bring their students' cumulative record folders for the purpose of allowing them to review the files of their incoming students and to determine if there are any questions or concerns that they might have with servicing that child.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. In an effort to be responsive to all parents needs through the personal attention and to better understand the needs of our ELL parents and hear their voice, parents of ELL students are also invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. These meetings will take place on October 2, Nov. 6, Dec. 4, Jan. 8, Feb. 5, Mar. 5, April 2, May 7 and June 4 at 9am. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service. Our school partners with CITE to facilitate workshops for our ELL parents throughout the year. To assist our ELLs who are in 8<sup>th</sup> grade and their parents, we also have available to the students and families, the assistance of the Guidance counselor to assist students with selecting programs that provide continuity of services, and with selecting programs that are better suited to the student, based on our knowledge of him/her, or their responses on their Vocational Assessment. We also invite parents in to provide them with translation services, if needed, in order for them to complete their children's H.S. choice forms and to visit high schools to see if they are a match for their children, or to determine if the commute is reasonable for them.

## **E. 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.

## Part VI: LAP Assurances

**School Name: PS/IS 73**

**School DBN: 23K073**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
K. Stowe	Principal		12/2/13
N. LaBorde	Assistant Principal		12/2/13
E. Taylor	Parent Coordinator		12/2/13
O. Beylis	ESL Teacher		12/2/13
A. Greo	Parent		12/2/13
N. Webster/SETTS	Teacher/Subject Area		12/2/13
D. Smith/4 <sup>th</sup> Grade	Teacher/Subject Area		12/2/13
	Coach		
	Coach		
S. Villarson	Guidance Counselor		12/2/13
M. Kelley	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** 23K073      **School Name:** PS/IS 73 THOMAS BOYLAND SCHOOL

**Cluster:** 6      **Network:** 613

**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**

---

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.

At the time of registration, we will assess the need for parents receive translation services. If a Spanish-speaking/Haitian-Creole parent requires translation services, it will be provided by our Family Worker, Ms. Cruz, who speaks Spanish, or our school's Guidance Counselor/Psychologist, who speak Haitian Creole. If any other translation services are needed, we will use the over the phone services of the DOE Translation department.

To increase and ensure that we encourage parental involvement, each month our ESL teacher, our Parent Coordinator, and our Principal, will collaborate to arrange and co-facilitate ESL parent meetings. Communication regarding these meetings will be sent to homes in English and Spanish, via flyers and our automated school messenger, which also sends messages in text form. If necessary, Family Worker and Parent Coordinator will collaborate to write a translated version of all letters in Spanish and other applicable languages. If necessary, our school's Guidance Counselor/Psychologist will collaborate with our Parent Coordinator to send letters to our Haitian parents in Haitian-Creole. At these meetings we intend to address their concerns and or questions and provide them with valuable information, such as their children's progress, or performance data, necessary for them to support their children. Some of these meetings will be designed to provide them with training, which we hope will include English Language Learner support. To ensure that we are effectively communicating with them, we will have a Spanish speaking and Haitian Creole speaking translator available for all meetings. If materials are distributed, they will be translated into Spanish/Haitian Creole whenever possible, as well.

Based on the feedback given to us by our parents, we will evaluate their needs and determine how we can most effectively meet them. We will also continue to rely on the feedback of our Spanish speaking parent on the SLT to ensure that we are always addressing the needs of our ELLs during school planning activities.

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.

The major findings of our school's written translation and oral interpretation needs (which were based on face to face meetings with parents) done at the parent orientation and through our home language surveys, show that we need to continue to send written and verbal communication out to our parents who can't communicate in English. Though many of our ELL parents speak and understand English, there are a few Spanish-speaking parents who identify Spanish as their written and verbal preference of communication. Our Arabic family, have expressed that when necessary, they will have their oldest daughter translate for them. Additionally, we need to have all school announcements and procedures displayed in different areas in the dominant languages making them easily accessible to all parents. These findings were communicated to our school community at staff conferences, parent meetings, and during SLT meetings.

## Part B: Strategies and Activities

---

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.

PS/IS 73 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services that are critical to their child's education as stated in the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, flyers, report cards and other parent information in the dominant languages. The translation services will primarily be done by in-house school staff or parent volunteers. If needed, we may utilize the Language Translation Services provided by the DOE

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.

The oral interpretation services the school will ensure that all parents are provided with appropriate and timely information in a language that they can understand. These services will be provided by the appropriate in-house school staff or parent volunteers. Additionally, when needed, we will utilize the oral interpretation services of the Language Translation Services provided by the DOE.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation interpretation services by providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. The school will also post in a conspicuous place or at the main entrance a sign in each of the required languages, indicating the room where a copy of such written notification can be obtained. Our school's safety plan will also contain procedures for ensuring that parents in need of language assistance services are provided with written translation.

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: PS/IS 73	DBN: 23K073
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Data from the 2012-2013 NYS ELA and Math exams, 2012-2013 NYSESLAT exams, Student Identification Home Language Survey and other school-wide data provide evidence that there is a need to provide additional academic and social support to our ELL students and additional professional development to our staff members in order to provide an optimal educational experience. The NYSESLAT reveals that we have 2 students who performed at beginner level, 2 who performed at intermediate level, 4 who performed at advance level. The NYS exam results reveal that all of our ELL students that took the exam are performing below proficiency (below a level 3) in ELA and math. To support all of our ELLS, including former ELLs entitled to 2 years of transitional ESL support and ELL/SWD and improve their academic and social performance and support their parents in helping them, an afterschool program will be offered. The after-school program will take place 2 days a week for 2 hours each day. This program will be offered to our ELL students in all the grades that we service and will be taught by 2 common branch teachers and our middle school ELA teacher all that have experience servicing our ELL population . Our ESL teacher will push-in to each classroom during each session for 30 minutes to provide support services. The ESL teacher will also spend 30 minutes providing small group instruction to the students in the grades 4, 5 and the 7-8 bridge class. The remaining 30 minutes will be utilized for individualized pull-out instruction as needed. The common branch teachers and ESL teacher will use English as the language of instruction. There will be 3 classes Grades 4,5 and a Grade 7 using grade appropriate content to expand english language acquisition. Our ELL students will also be invited to attend our Saturday Academy that takes place for a total of 9 Saturdays in February and March from 9am-1pm. The ESL teacher will provide push in services to our ELL students. The goal of this comprehensive program is to provide additional ESL instruction to our students, test prep for the NYS ELA, Math and NYSESLAT exams, as well as continue our efforts to foster better relationships between our students, parents and school community. Parents of all students attending the Saturday Academy will be invited to workshops on these Saturdays hosted by our principal and parent coordinator. The workshops will focus on supporting student learning and dealing with issues such as test taking anxiety. Materials such as Finish Line ELA and Math, Ready NY ELA and Math, and Preparing for the NYSESLAT will be purchased and utilized for ESL instruction and test preparation. Additionally, funds will be utilized to purchase licenses for student use of Imagine Learning and Achieve 3000. The program will begin in October and will run through the end of May. There will be approximately 70 sessions for the after school program. 5 laptop computers will also purchased for the ESL classroom to allow more students access to technology and the software programs that we have available. Funding from other sources will be used to complement the school's Title III allocation to implement this supplemental program.

## Part C: Professional Development

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

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

Begin description here: Meeting the needs of our ELL students and improving their academic performance is a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided by our network, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. Some of the topics to be covered and the tentative dates are as follows:

### \*Demystifying ELL Data - October 2013

Rationale: Teachers who service ELL students must understand how to gather, organize, analyze and use ELL related data in order to accelerate achievement for these students.

### \*Meeting and Supporting the Needs of ELL - October 2013

Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.

### \*Common Core and ELL Students - November 2013

Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that will support the success of ELL students meeting these demands.

### \*Differentiated Instruction - November 2013

Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well-versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.

### \*Study Skills - December 2013 (Parent Workshop)

Rationale: Research shows that students whose parents are involved in their educational experience tend to do better than those whose parents are not. This workshop will provide parents with study and organizational skills/strategies to support the work that they do with their children at home.

### Part D: Parental Engagement Activities

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

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

Begin description here: In an effort to be responsive to all parents needs through the personal attention and to better understand the needs of our ELL parents and hear their voice, parents of ELL students will be invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. These meetings will take place on October 2, Nov. 6, Dec. 4, Jan. 8, Feb. 5, Mar. 5, April 2, May 7 and June 4 at 9am. Parents of all students attending the Saturday Academy in March will also be invited to workshops on these Saturdays hosted by our principal and parent coordinator. A translator will be available during the workshops. The workshops will focus on supporting student learning and dealing with issues such as test taking anxiety. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service.

### Part E: Budget

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		