



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: ANDREW JACKSON**

**DBN (i.e. 01M001): 32K145**

**Principal: LUCIA PEREZ-MEDINA**

**Principal Email: LMEDINA3**

**Superintendent: LILLIAN DRUCK**

**Network Leader: DAISY CONCEPCION**

### 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
Lucia Perez-Medina	*Principal or Designee	
Andrew Silver	*UFT Chapter Leader or Designee	
Jamie Henschke	*PA/PTA President or Designated Co-President	
	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	
Evelyn Flores	Member/ Parent/Vice-President	
Catherina Garzon	Member/ SLT Chairperson	
Melanie Diaz	Member/ Teacher	
Elizabeth Reynoso	Member/ Teacher	
Vanessa Cruz	Member/ Parent/PTA Secretary	
Giovanny Malpica	Member/ Parent	
Raphael Torres	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>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 32K145

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	837	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	56	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	27	# SETSS	N/A	# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	20	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.2%	% Attendance Rate			92.9%
% Free Lunch	99.8%	% Reduced Lunch			0.0%
% Limited English Proficient	30.2%	% Students with Disabilities			12.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			2.5%
% Hispanic or Latino	95.7%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.21	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	3.2%	% Teaching Out of Certification			4.6%
% Teaching with Fewer Than 3 Years of Experience	12.9%	Average Teacher Absences			10.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	14.2%	Mathematics Performance at levels 3 & 4			14.4%
Science Performance at levels 3 & 4 (4th Grade)	84.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 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

#### **Describe the strengths of your school's 12-13 SCEP.**

In the 2012-2013 SCEP some of the areas of strength in our school were in building teacher teams' capacity to:

- align units of study to the CCLS,
- deepening the school community's understanding of the Danielson Framework by providing differentiated professional development in all six competencies; and
- surpassing our set goal in reading level benchmarks grades K through 2.
- Address ELL and SWD students' needs through planning our afterschool and Saturday ELL programs etc. Students were selected from all subgroups to participate in the programs including our ELLs, SWDs and lowest 1/3 to target the skills and strategies that needed to be strengthened to impact student learning.

Teacher teams met weekly to look at research, refine curriculum plans, plan instructional strategies, create common assessments and look collaboratively at student work to identify gaps between what students are currently doing compared to the CCLS expectations. Teacher teams across grades pre-K thru 5 created coherent and rigorous units of study in literacy and math to meet the citywide expectations.

Additionally, all teachers completed their ARIS self-assessment around Danielson's Framework, classroom teachers and clusters met with administrators to set professional goals:

- One-to-one conferences took place to develop, monitor and reflect on professional growth plans. All teachers received actionable feedback from observations conducted in a timely manner and differentiated PD was provided based on findings from actual ratings in one of the six competencies.
- A Teacher Effectiveness Team was established and spearheaded by taking on a leadership role the planning of these differentiated PD.

All students in grades K through 2 were assessed to find their current reading levels in September and interim benchmarks were set throughout the year to track and monitor progress. Our goal was for 75% of students in grades K thru 2 to make appropriate level progress, as measured by using TC Fountas and Pinnel benchmarks. In June, the end line benchmark results demonstrated that we met and surpassed this 75% goal by 9% more than projected.

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

Some areas for improvement in our school's 12-13 SCEP are in Danielson Framework Domain 3 and setting a school wide focus centered around the Shifts in ELA and Math by aligning all instruction to the CCLS to impact student learning outcomes. The new CCLS ELA assessments require teachers to balance questioning techniques where they are able to ask open-ended questions and cite text-based evidence. The Math assessment requires cognitively challenging student thinking in problem solving and choosing the appropriate concept for application.

#### **Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

A few barriers and challenges encountered while developing and implementing our school's 12-13 SCEP were not knowing the shift in both instruction and assessment. Assessments have changed a great deal to meet the demands of the CCLS and as a school we are now using it to inform classroom instruction and teacher created assessments. Our current NYS Math 2013 assessment data findings across grades 3 thru 5 demonstrated challenges with CCLS 1 Operations and Algebraic Thinking. In the Math Standards of Practice in Grades 3 thru 5 students demonstrated difficulty with Constructing Viable Arguments and in Modeling Mathematics. In addition, our NYS ELA 2013 assessment data demonstrated that students had difficulty with identifying key ideas and details in a text and making logical inferences.

#### **Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

Our school's 12-13 SCEP was successfully implemented because based on the analysis for each set goal we were able to acquire our set goals and in some instances surpass our projected goals. We were able to purchase materials for the afterschool and Saturday ELL programs etc. Students were selected from all subgroups to participate in the programs including our ELLs, SWDs and lowest 1/3 to target the skills and strategies that needed to be strengthened to impact student learning. Teachers participated in a total of 12 hours of professional development around Danielson's Framework for Teaching.

**Were all the goals within your school's 12-13 SCEP accomplished?**

X	<b>Yes</b>		<b>No</b>
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**If all the goals were not accomplished, provide an explanation.**

<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	<b>Yes</b>		<b>No</b>
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***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP

**Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.**

The anticipated barriers and challenges in developing and implementing our school's 13-14 SCEP are in ensuring alignment with all stakeholders around our school's vision, mission and sets of beliefs, new teacher training, the implementation of the new citywide curriculum, continue professional development to deepen teacher understanding of the CCLS and the Danielson framework.

**List the 13-14 student academic achievement targets for the identified sub-groups.**

After analyzing our student performance on the NYS ELA and Math Assessment, we found common trend across testing grades and all subgroups. Standards for literature and the reading standards for informational text needed to be more explicit in our school curriculum where students are asked to cite text-based evidence to distinguish between relevant and irrelevant details. Our data indicated that there was a strong deficiency in relation to Common Core standard RI.1; less than 40% of our student demonstrated mastery of this standard. Our goal is to increase the performance of our ELLs and SWDs by 3%. Less than 38% of our students demonstrated mastery in the CCLS 1 Operations and Algebraic Thinking. Our goal is to increase the performance of our ELLs and SWDs by 3%. As a school community, we will refine our instructional curriculum and practices to secure that these standards are taught in depth across all content areas. In addition, teachers will set multiple entry points into the implementation of the curriculum to expose all students to complex text at grade level for ELLs, F-ELLs and SWDs including the lowest 1/3.

**Describe how the school leader(s) will communicate with school staff and the community.**

School leaders began this communication process in the cabinet meeting where we all agreed to present this document to all stakeholders, teachers, parents and students. In our faculty meeting, we engaged teachers and Para professionals in an activity centered on the alignment of our school wide focus and the instructional core to validate our shared understanding of effective instruction. We also reflected on what curricular, pedagogical and assessment practices exist across classrooms in our school that result in high levels of student thinking and participation. We will continue to check in with all of the stakeholders via PTA meetings, Family Fridays (instructional workshops for parents/guardians), grade conferences, faculty conferences, and professional development periods.

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

Our theory of action is similar to that of Richard Elmore's Theory of Action in that we targeted a new curriculum and changes in teacher practice and pedagogy. In order to continue to meet the expectations of the CCLS, we purchased several CCLS aligned curriculum in both ELA and Math. We are examining teacher practice (looking at lesson planning and at student work; monitoring and revising curriculum.) If we use high-quality assessments and assessment tools to diagnose students' strengths & challenges to shape the structure of effective instruction then improved student learning will intertwine with curriculum, instruction and assessment.

We are also looking into teacher pedagogy using the Danielson Framework for Teaching. This plan is evident in our school wide professional development plan.

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

The strategy for executing our theory of action in our school's SCEP is to use effective assessment strategies for all assessments summative, formative and diagnostic. School leaders and teachers will engage in cycles of constant analyzing, examining and tracking of student progress at every interim benchmark in Math and ELA by identifying with teachers trends and patterns in student performance, gaps in curriculum and having conversations with teachers about student progress or lack thereof. Parents will receive progress report updates three times a year to keep them informed of student progress. Teachers will be provided with opportunities to reflect on best practices, student performance and alignment of instruction and assessment to the CCLS. School leaders will schedule differentiated professional development for teachers to enhance their practices and all competencies in the Danielson Framework for Teaching as needed. Administrators in addition will conduct daily instructional walkthroughs to ensure the instructional core and alignment to CCLS by providing feedback via e-mail or verbally.

After every assessment teachers need to ask themselves in their quest to impact student learning:

- Where are the gaps in the curriculum?
- What should students know and be able to do?
- What are the common trends across grade? Class?
- How are the questions posed?
- Did the question use academic vocabulary or use terms not understood?
- Is it a content problem?
- Is it a teaching problem?

Which strategies are more effective?

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

We have set structures in place to foster high levels of consistency including our organizational program that affords teachers to collaborate, refine curriculum units, lessons, share best practices and reflect on student work to develop action plans with short and long term goals. Teachers have common preps daily and in the program we have two strips weekly to be utilized for differentiated professional development and or vertical teams in ELA or Math. After every ELA and Math mock assessments we meet with all classroom teachers in grades 3<sup>rd</sup> thru 5<sup>th</sup> to analyze data, talk about curriculum, develop a class six week action plan to target instruction and a revised flow of the day schedule to incorporate instructional shifts in ELA and Math. Classroom instruction is extended into the "Power Hour" program for all students to remain in school from 3pm to 4pm to afford the classroom teachers an opportunity four times a week to target instruction based on analyzed assessment data findings that will impact student learning.

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

Our school's capacity to effectively oversee and manage the improvement plan is obtainable mainly because of key personnel, checks and balances as evident among all key members via e-mail, verbal feedback, written feedback and weekly instructional meetings. In order to effectively oversee and manage the improvement plan we have set interim benchmarks and specific targets for every student. Teachers create action plans that are aligned to the interim benchmarks to ensure that we meet our targets. The administrators conduct data analysis meetings with cohort of teachers to track progress as aligned within their actions plans to make the necessary adjustments as needed. Principal monitors assistant principal logs and meeting and provides feedback during the instructional cabinet weekly meetings.

## 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).

Further develop teacher pedagogy to promote higher level thinking and student ownership of learning for all learners across all classrooms. 1.2

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing
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### 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>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, 100% of teachers will participate in a series of hours of Professional Development through out the 2013 – 2014 school year on norming teacher practice to promote higher level thinking and student ownership of learning for all learners across all classrooms by using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area of the Danielson Framework for Teaching as evidence by agendas, signing sheets, teacher reflection sheets and teacher observations.

### 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**

Strategy: The strategy that will ensure progress, effectiveness and impact of each strategy by: Engaging in frequent cycles of classroom visits and timely actionable feedback and support for teachers to strengthen their practice.

In 2012-2013 the school began to create Curriculum Overviews to plan instruction that was aligned to the CCLS, but responsive to the 4 recommendations made in the ESCA of 2011. We began by participating in the Department of Education Pilot of Charlotte Danielson's Framework for Teaching looking specifically at the lens of the Citywide Instructional Expectation of 1e (Designing Rigorous Instruction) and 3B (Questioning Techniques) we added an additional lens of 3c (Student Engagement) During this year, as a school we had a structure of having Professional Development for a vertical team across grades who developed curriculum and strategies for engagement and instruction. These professional development sessions were per session activity in the after school. In addition to a summer institute for planning. The teachers on the Vertical Team are teacher leaders who meet with their respective grades and in a trainer of trainer model where they provide turnkey for the professional development and are the point persons for the administration on the instructional initiatives.

**Activity #1** - In the 2013-14 year, the school continued this work by opening with an in-house retreat where each day a grade in the school participated in a full day professional development in ELA and then a full day session in Math. This was done by hiring Per Diem Substitutes. Now that there is a global understanding at the school around curriculum and practices, the focus of this year became building the CCLS aligned Units of Study and practices that align with the instructional shifts. In order to deepen the school community's understanding of what high-quality teaching looks like through professional development on the competencies the Domains 2 and 3 that promote higher-level thinking and student ownership of learning. We will continue to use Charlotte Danielson's *Framework for Teaching* that support implementation of the Common Core and Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation:

- a. Administrators will visit each teacher's classroom regularly in addition to the 4-6 times over the course of the year for observations, and provide teachers with formative (not for file) verbal and written feedback aligned to the competencies in Domain 2 and 3. The Feedback will result in improvement in teacher practice.
- b. In the fall, administrators and lead teachers will hold professional development to help teachers deeply understand the competencies within Domains 2 and 3 that promote higher-level thinking and student ownership of learning. Administrators will follow up with additional PD sessions throughout the school year on Chancellor's conference days and during regularly scheduled teacher team and faculty meetings
- c. The Teacher Effectiveness Team will identify resources and structures to support teachers' understanding of the Danielson Framework (e.g., videos on

ARIS Learn, teacher team meetings, inter- visitations).

- d. As a faculty, over the course of the school year watch at least 4 classroom videos together and record low-inference observations. Dig deeply into 1-2 competencies at a time and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations.
- e. Vertical Team Members will facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.
- f. The Teacher Effectiveness Team will conduct professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
- g. Early in the school year, school leaders ask for teachers' input on the type(s) of feedback they find most helpful.
- h. School leaders set up and follow a schedule for teacher observation and formative feedback aligned to Danielson Framework.
- i. The data collected by the Data Specialist within the frequent cycles of observations, will be used to plan additional professional development for teachers.

**Activity #2** - In the mid-year conversations between administrators and teachers, teachers will receive a trending graph and will have the opportunity to reflect, revise or establish new goals. As a result, the Teachers will dive deeper into competencies on Domain 2 and 3; and focus on those which are found to be in needed of further professional development.

**Activity #3** - During the year, teachers will participate in inter-visitations, in site and out of site to observe best practices based on individualized professional needs identified by the ADVANCE evaluation system.

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

The key personnel that will implement each strategy/activity are:

- Administrators will conduct professional development sessions, conduct regular classroom visits, hold conversations about student performance and ways to impact their learning, and supervise school functions.
- Lead Teachers will conduct regular meetings to turn key information and serve as mentor to other colleagues
- Data Specialists Team will create spread sheets to analysis the student and teacher data, such as, teacher observation trending graphs, mocks results, running records, during the course of the year.
- Teacher Effectiveness Team, and Vertical Math and Literacy Team members will also participate in outside professional development and turn key information to their colleagues.

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

The targets below will help track, monitor and strengthen teacher practice: agendas, sing in sheets, professional development monthly calendar, teacher reflection and evaluation of Professional development opportunities, informal observation feedback, increment on teacher effectiveness ADVANCE data, and others.

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

Beginning September 2013 and ending November 2013 the first cycle of observations will be completed and scheduled observations throughout the year will be closely monitored to inform the differentiated professional development needed to engage staff in norm activities centered around the Danielson Framework Domain 3, inter class visitations will be scheduled using the 3-2-1 Protocol Reflection Tool to view best practices ongoing throughout the school year.

1. By November 2013, Teachers would have participated in 4 hours of Professional Development;
2. By January 2014, Teachers would have participated in 8 hours total
3. By June 2014, Teachers would have participated in a total of 12 hours of Professional Development.

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

1. Lead Teachers, Teachers, Teacher Effectiveness Team will dive deeper into Curriculum, Standards and Students Dynamics - Continue to build capacity the vertical team and classroom teachers (32 teachers) will participate in 6 hours of Per-Session activity each month (32 Teachers x 6 Hours per session x 8 months = 1,536 total teacher per session hours).
2. This professional development will involve (3 sessions x two hour sessions x 6 months = 192 teacher per-session hours) and Administrators supervise the Professional Development sessions and support the delivery of each session (3 supervisors x 3 hour sessions x 8 months = 72 per session hours).
3. Lead Teachers requiring approximately 60 Per Diem Substitutes (coverage for 12 teachers participating in 5 full days of in house professional development on instruction, planning data and student engagement)

## **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	Tax Levy	X	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.							
	PF AIS	PF CTE		PF College & Career Readiness		PF Common Core	
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
	PF Positive Behavioral Management Programs			PF RTI	X	PF Supporting Great Teachers & Leaders	

### 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).							
Developing and implementing a multi-year plan to align the school curriculum instruction, assessment and instructional materials to the CCLS.							
<b>Review Type:</b>	NY Curriculum Audit	<b>Year:</b>	2010-2011	<b>Page Number:</b>	3 and 5	<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, all grade pre-k to 5 teacher teams will revise and implement four Common Core-aligned units of study as evidence by the creation of units with annotated student work in Literacy and Mathematics.	

#### **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>	
Throughout the school year, we will create rigorous Units of Study and Lesson plans aligned to the CCLS that provide multiple entry points for all student, resulting in improved student outcomes. <u>Teachers developing Units and Lessons that provide scaffold and multiple entry points for all students.</u>	
<p><b>Activity #1</b> - Teachers will participate in weekly grade meetings during their common planning blocks, with the support of our school's network achievement coach. Department teams will examine student work from the 2012-13 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units. During these meetings, teacher teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit. Also, school leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.</p> <p><b>Activity #2</b> - Selected teachers will participate in a series of ten or twelve days professional development activities to enhance their instructional practices and increase their familiarity with the CCLS and new curriculum.</p> <p><b>Activity #3</b> - Teachers will have additional opportunities to engage in curriculum planning and task design. All teachers across grade levels meet several times a week during common preps to create Common Core Units of Study by using a "planning backwards" strategy based on a Common Core final performance task. In addition, students during daily instruction are immersed in viable discussions, close reading of Common Core aligned complex text through use of pre-planned open-ended questions that cognitively engage students.</p>	

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

The school will be using the Title IA funds for funding professional development of teachers, parents and Highly qualified teacher allocations (10%, 1% and 5%, respectively). This work will include per session activity as follows: (32 teachers) (6 hours) (8 months) and 60 Per Diem Substitute Days (coverage for 12 /5 full days)..

Key personnel include AIS providers, Literacy and ELL's personnel and paraprofessionals will collaborate to coordinate and provide staff with appropriate support; including administrators and CFN liaisons in Special Ed that will collaborate to coordinate and provide staff with appropriate support; Literacy and ELL's personnel and paraprofessionals will collaborate to coordinate and provide staff with appropriate support. Outside non contractual agency will facilitate professional development in school facilities to impact teacher's instructional practices.

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

By June 2014, all grade pre-k to 5 teacher teams will revise and implement four Common Core-aligned units of study as evidence by the creation of units with annotated student work in Literacy and Mathematics.

- Instructional Schedule of common planning time for teacher teams,
  - 4 sample units of study that exhibit the qualities articulated above, including copies of performance tasks, rubrics, and student work,
  - Agendas and sign in sheets with meeting minutes and next steps
  - Student work products and identified strategies/activities for our SWDs and ELLs that will be used to address their particular needs are
  - Inquiry teams meet weekly to design instruction and track student progress based upon citywide expectations and Common Core priority standards.
  - Revised Curriculum documents and adaptations
1. By November 2014, teachers across grades will have revised one unit of study in Literacy and one unit of study in Mathematics. Student work will be analyzed to inform the development of the next units.
  2. By January 2014, teachers across grades will have revised two unit of study in Literacy and two unit of study in Mathematics. Student work will be analyzed to inform the development of the next and final units.
  3. By June 2014, teachers would have met during their common prep a total of twenty hours to plan and develop units. They also will revised the curriculum maps constantly throughout the school year. In addition, selected teachers had participated in ten to twelve professional development days to enhance their instructional practices and pedagogies to implement the CCLS.

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

1. By January 2014, teachers across grades will have completed two units of study in Literacy and Mathematics. Student work will be analyzed to inform the development of the next four and final units. (Two in Literacy and two in Mathematics.)
2. By March 2014, administrators and CFN liaisons in Special Ed. would have collaborated with each other to address areas of support for the teachers would meet during their common prep to plan and develop units.
3. By June 2014, Teachers would have completed eight units of study; four in Literacy and four in Mathematics. The teachers would have met a total of 48 hours total. In addition, selected teachers had participated in ten to twelve professional development days to enhance their instructional practices and pedagogies to implement the CCLS.

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

1. The teachers will meet several times a week during common prep to begin to develop the units of study. Revisions and refinement of the units will be done by the vertical team during an afterschool per session activity (2 Teachers x 24 weeks x 2 Hours weekly = 96 teacher per session hours)
2. Non Contractual professional development agency will be hire to provide in-house professional development, Dr. Brian Green, Creative WORKS, for mathematics (10 days) and early literacy (12 days) for a total of 22 full days of consulting.
3. Teacher will receive professional development in literacy and mathematics to target the new curriculum implementation and NYS Assessment (ELA and Math) during school hours; therefore, approximately 154 per diem substitute teachers will be hired to accommodate teachers for each session; 12 days for Literacy and 10 or Mathematics. (22 days x 7 teachers = 154 total per diem substitutes)
4. Supervisors will supervise pre session activities and support teachers during the planning the units of study (2 Supervisors x 24 weeks x 2 Hours = 96 total supervisory hours).

### **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>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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>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>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).

Develop and implement with fidelity a school wide plan to increase the effectiveness of Independent reading.

<b>Review Type:</b>	NY Curriculum Audit	<b>Year:</b>	2010-2011	<b>Page Number:</b>	3/5 critical key findings	<b>HEDI Rating:</b>	Developing
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#### **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>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, an increase of 10 % of the students in grades K-5 will attain reading mastery at or above grade level as measured by the TC Benchmark Literacy Assessment.

#### **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**

**Strategy:** Student reading levels are tracked by creating a personal goal for each student based on their initial benchmark assessment. Reading levels are tracked and goals are refined and revised based on student data collected in September, November, January, and March 2013 through analysis of running records and adjustment of instruction as needed.

**Activity #1** - Students in grades 1 and 2 performing below grade level will receive an additional 3hrs a week of literacy intervention during our afterschool program.

**ELAP – Early Literacy Academic Program –** Teachers targeting struggling students reading far below grade level in grade 1 and 2. Program will be in session Tuesdays and Thursdays for 15 weeks for 1.5 hours.

**Activity #2** - Students in grades 3-5 performing below grade level will receive an additional hours a week of supplemental instruction using CCNY READY materials to

further impact their performance on the NYS ELA Assessment. **Power Hour** – All upper grade teachers will be recruited to assist their students in Grades 3-5, by focusing their supplemental instruction to impact their learning and performance in their TC Running Record Benchmarks and the NY State ELA Assessment. This program will meet from Monday to Thursday for 1 hour afterschool. . In addition, a Paraprofessional will assist the technology component of this instructional program for the ELLs to have access to the computer lab to address the listening component.

**Activity #3** – English Language Learners across the grades, will receive an additional hours of supplemental instruction on Language acquisition and literacy to impact their performance on the NYS Assessment. **Saturday ELL Institute** – Licensed ESL teachers will be targeting ELL students grades 1-5 in literacy skills to support the language acquisition and strengthen their academic skills to impact their performance on the NYSESLAT Scores. In addition, a Paraprofessional will assist the technology component of this instructional program for the ELLs to have access to the computer lab to address the listening component.

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

- Teachers across the school will apply for the “Per Session activity”, preferably will be given to teacher on the grade.
- Educational Assistant will provide services as per IEP Mandates and program descriptions.
- Supervisors will maintain records of the accountability of the program and supervise instruction.
- Supplemental Material CC NY Ready for the Power Hour Supplementary Program – 130 Third grade Practice and Instructional Books, 130 Fourth grade Practice and Instructional Books, 84 Fifth grade Practice and Instructional Books in ELA/Math

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

1. TC Literacy Benchmarks will be established in the beginning of the year and will be tracked four times a year, November, January, March and June.
2. ELAP – Early Literacy Academic Program – Initial September benchmarks identifies the students. Every two weeks, assessments are conducted and student work is analyzed.
3. Supplemental Material CC NY Ready for the Power Hour Supplementary Program has embedded two-week benchmark assessments within the curricular.

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

1. Teacher and student recruitment during the last week of November. Classes will begin promptly on December 11<sup>th</sup>.
2. Material will be distribute to teachers and provided them with a two hour PD session for targeting instruction planning on December 5<sup>th</sup>.
3. Every four weeks teachers will provide an assessment (pre and post) to evaluate students’ improvement on specific target areas. Program closing celebration, students and teachers will participate of a recognition ceremony for the perseverance and resilient attitudes displays during the program

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

1. **ELAP – Early Literacy Academic Program** –Grades 1/2 (12 Teachers)(3 hours)(15 weeks)  
(1 Supervisor)(4 hours)(15 weeks)
2. **Power Hour** (Targeting All students in Grades 3-5) – (16 Teachers)(4 hours)(15 weeks)  
(1 Supervisor)(6 hours)(15 weeks)  
(3 Para)(3 hours)(14 weeks)
3. **Saturday ELL Institute** ( Targeting ELLs so both funding sources will be used to support this activity)  
(5 Teachers)(3 hours)(14 weeks)  
(1 Para)(3 hours)(14 weeks)  
(1 Supervisor)(4 hours)(14 weeks)
4. **Supplemental Material CC NY Ready for the Power Hour Supplementary Program – ELA and MATH** - (2) 130 Third grade Practice and Instructional Books; (2) 130 Fourth grade Practice& Instructional Books; (2) 84 Fifth grade Practice and Instructional Books

**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	Tax Levy	x	Title IA	Title IIA	X	Title III	Grants
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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>x</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).

Our School Learning Environment Survey indicates that we have to strengthen how the school creates a physical and emotionally secure environment in which everyone can focus on student learning.

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6,7 and 13	<b>HEDI Rating:</b>	Average
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**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>x</b>	<b>5.3 Vision for social and emotional developmental health</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, 100% of classroom teachers will implement lessons to teach school wide expected personal and academic student behavior goals by implementing our school wide PBIS behavioral matrix and the College and Career Readiness rubric resulting in a 2% increase in safety and respect as measured by the School Learning Environment Survey.

**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. Implement the PBIS system school wide to prevent behavioral problems across all grades using efficient behavioral strategies, a three-tiered model of support for building positive behavioral systems.
2. Pattern problem behaviors are identified using the DOE data system OORS and individual students that consistently display such behavior are identified through reports that indicate time of day and infraction imposed. Subgroups are identified through careful data analysis and are strategically targeted by the school peer mediator, Ms. Y. Roman, as a preventive measure to encourage students and empower students to make the right choices.
3. PBIS is integrated with our current **Project Wisdom Curriculum** and Principal's morning announcement, empowering students to make the right choice and directly impact student behavior.

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

Key personnel include PBIS Team Leader Neyva Rivera, team members, school leaders, peer mediators, data coordinators, a record keeper, and parent member.

Ms. Neyva Rivera, Assistant Principal, will establish the structures and initiatives of the PBIS program with collaboration of the team. She will also actively support Parent Involvement by facilitating workshops involving the academic and personal behavior rubric and PBIS initiatives.

1. Ms. Y. Roman will serve as a Character Education Cluster and Dean to support and reinforce the PBIS across the school by providing lessons, peer mediation sessions, and conduct assemblies.
2. Ms. N. Rodriguez, Guidance Counselor, will assist students that are displaying inappropriate behavior or difficulties in self-regulating their actions by offering guidance session by exposing them to alternative solutions. She also inputs the OORS reports.
3. All administration monitors and provides rewards to students and classes who are demonstrating the expected behavior

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

- All PBIS Team members will engage in a reflection about the progress and the effectiveness of the PBIS initiative twice a year.
  - Tracking and monitoring through OORS data system to evaluate progress of PBIS effectiveness monthly to ensure a decrease in OORS data.
  - Teachers, Students and Parents will engage on two surveys during the year to access their insights about the effectiveness of the initiative
- D. Timeline for implementation and completion including start and end dates**
- There will be monthly meetings from September 2013 through June 2014, involving all school community members participating in several activities every month focus on a behavior characteristic align to an academic and personal behavior.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Half-time person works as a Character Education Cluster.
  - Half-time person works as a Dean.
  - Monthly Celebration and Non contractual services “Project Wisdom” and Incentives for career day

**Budget and Resource Alignment**

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

	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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>x</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 #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).

Our Learning Environment Survey indicates that we need to strengthen family engagement in an active partnership to promote student learning.

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	Pg.6	<b>HEDI Rating:</b>	Average
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**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>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, the school will increase opportunities for engaging parents through multiple entry points (meetings, workshops and fairs) to support student learning and development as measured on the parent attendance and program enrollment

**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**

- Increase and strengthen and improve parental engagement and foster a welcoming environment which encourage families to freely and frequently engage with the school leading to increased student success by conducting:
  - Frequent meetings and interim progress reports to parents pertaining to their children’s progress and needs.
  - Parent workshops about addressing Common Core standards.
  - Opportunities to volunteer observe and participate in classroom and school activities such as Literacy/Math Fridays (the third Friday of every month). Opportunities to participate in curriculum workshops and fairs in Literacy, Mathematics, Social Studies and Science.
  - Parent volunteers for Dual Language classes and Learning Leaders.

2. PTA will create weekly parent cafes for parents to collaborate and share ideas and concerns and become better informed about school activities and events.
  3. School will partner up with Learning Leaders to volunteer to further impact student outcomes
- B. Key personnel and other resources used to implement each strategy/activity**
1. Math coach and lead teachers will conduct academic and Common Core workshops.
  2. Parent Coordinator and family worker will facilitate and support the welcoming environment.
  3. Parent coordinator will be available for parents during school hours as well as during evening and Saturday meeting. Parent coordinator will also schedule individual appointments for teachers and parents; as well as for Administrators and parents to meets
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Ms. Enid Burgos, our Parent Coordinator, will be to address any concern or recommendation from parents to provide their feedback in every activity. They also will complete an evaluation form.
1. By November 2013, the collection of parent/guardian sign-in sheets and feedback forms will demonstrate a 2% increase in parent/guardian participation.
  2. By January 2014, the collection of parent/guardian sign-in sheets and feedback forms will demonstrate a 3% increase in parent/guardian participation.
  3. By June 2014, there will be a 5% increase in parent/guardian participation in the workshop, meetings and fairs. .
- D. Timeline for implementation and completion including start and end dates**
1. The Math Coach and lead teachers will conduct academic and Common Core Workshops commencing by November 2013 and ending in June 2014.
  2. In addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May.
  3. In addition, parents will receive additional information for students that participate in AIS programs or are a part of an RTI Intervention Tier. Interpretation is available at these meetings and all parent material.
  4. Our strategies to increase parental involvement will include monthly meetings and workshops in the components of balanced literacy, (Read- Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our Robin Hood Library Action interested parents through our weekday parent program. These workshops are comprise of parents coming to the school and being involved in understanding the curriculum and one instructional focus such as text complexity, text based questions and mathematical fluency. Once the parent understand and have practiced this strategy, they go up to classrooms where they join a lesson on that strategy already in progress. Parents then become the partners for their students during the independence work practice. This happens twice a month once in ELA and once in Mathematics.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Ongoing professional development for families that include Family Fridays, shared reading poetry workshops, etc. will include:
1. Refreshments and resources for families.
- Non contractual Services – (20 activities)**

**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	Tax Levy	Title IA	Title IIA	Title III	Grants
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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.

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

## 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>	<p>We are using the Three-Tier RTI model school wide to afford classroom teachers the opportunity to provide strategic intervention to meet all students need and impact their learning. In Tier 1- Teachers use the core instructional program, plan tasks with multiple entry points to provide the proper scaffolds for all students to meet set learning targets and unit goals.</p> <p>Tier 11- Students who do not meet set targets in Tier 1, are placed in small groups and are provided with strategic services and interventions, in addition to the core instructional program. We have two AIS providers that push-in in grades 1-5 to provide this additional support and track &amp; monitor progress 2x a month. We also have in grades 3-5 an AIS teacher who reinforces skills etc.</p> <p>Tier 111- For students who are not successful in Tier 11 we have two certified teachers who meet with a group of 1 to 3 students to target needs of students.</p> <p>Students are assessed once a week and are closely monitored.</p> <p>Three times a week Monday thru Wednesday students attend extended day services where teachers reinforce reading skills and work on advancing reading levels for all students.</p> <p>Currently, the afterschool program Tuesdays and Thursdays provides students with Common Core aligned literacy in grades 3-5.</p>	Whole group, small group, one to one and tutoring	Extended day is provided before the school day begins, the Three-Tier RTI model is provided during the school day and AIS services. The Academic Scholars Academy is an afterschool program that consists of students who performed at a Level 1 on the Common Core ELA 2013 assessment
<b>Mathematics</b>	<p>We are using the Three-Tier RTI model school wide to afford classroom teachers the opportunity to provide strategic intervention to meet all students need and impact their learning. In Tier 1- Teachers use the core instructional program, plan tasks with multiple entry points to provide the proper scaffolds for all students to meet set learning targets and unit goals.</p> <p>Tier 11- Students who do not meet set targets in Tier 1, are placed in small groups and are provided with strategic services and interventions, in addition to the core instructional program.</p> <p>Tier 111- For students who are not successful in Tier 11 we have two certified teachers who meet with a group of 1 to 3 students to target needs of students.</p> <p>Students are assessed once a week and are</p>	Whole group, small group, one to one and tutoring	Extended day is provided before the school day begins, the Three-Tier RTI model is provided during the school day and AIS services. The Academic Scholars Academy is an afterschool program that consists of students who performed at a Level 1 on the Common Core Math 2013 assessment

	<p>closely monitored.</p> <p>Three times a week Monday thru Wednesday a group of students in fifth grade attend extended day services where Mr. Dubin the Math Coach reinforces Math skills and concepts to impact student learning.</p> <p>Currently, the afterschool program Tuesdays and Thursdays provide students with Common Core aligned Math in grades 3-5. All classroom teachers in grades 3 to 5 are scheduled throughout the week for Math prep with Mr. Dubin where he reinforces skills and concepts in current unit.</p>		
<b>Science</b>	<p>In Science school wide we use an inter-disciplinary approach where Science is embedded with Literacy using the Common Core RI standards across grades K-5. Science cluster teachers, classroom teachers and the Multi-media Specialist work collaboratively to follow the Science scope and sequence. The Science cluster conducts experiments, classroom teachers work on content and the Multi-media Specialist uses technology to afford students an opportunity to conduct research, create projects and presentations that also integrate CC speaking and listening. All parties communicate on Google Docs where they post curriculum maps and unit plans.</p>	<p>Whole group, small group and partnerships based on strengths and/or interest</p>	<p>Science through literacy is offered during Extended Day and during Power Hour after-school.</p>
<b>Social Studies</b>	<p>In Social Studies school wide we use an inter-disciplinary approach where Social Studies is embedded with Literacy using the Common Core RI standards across grades K-5. Social Studies cluster teacher, classroom teachers and the Multi-media Specialist work collaboratively to follow the Social Studies scope and sequence. The Social Studies cluster and classroom teachers work on content and the Multi-media Specialist uses technology to afford students an opportunity to conduct research, create projects and presentations that also integrate CC speaking and listening. All parties communicate on Google Docs where they post curriculum maps and unit plans.</p>	<p>Whole group, small group and partnerships based on strengths and/or interest.</p>	<p>Social Studies through literacy is embedded in the after school Power Hour.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Our character ed. teacher works with classes on strengthening Academic and Personal Behaviors. We adapted a peer mediation model to support the social-emotional development of our at-risk students. The school counselor and peer mediator conducts classroom presentations based on the academic and personal behavior skills</p>	<p>Whole group, small group and partnerships based on strengths and/or interest</p>	<p>Services are provided during the school day</p>

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

1. 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.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2013-2014. Title I funds will be set aside to assist such teachers to become highly qualified (ex. Reimbursement for tuition cost, workshop attendance, etc.). In addition, on-going professional development opportunities will be offered to all members of the instructional community, specifically our newest teachers. Weekly grade conferences, RTI meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentoring Program and Teacher Effectiveness Team to support teacher development.

**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).

Weekly grade conferences, Danielson's Frame work PD cycles, teacher team meetings, etc. are conducted covering a variety of topics aligned with the Common Core Learning Standards, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc.

New Teachers will be supported by a mentor. Mentors will meet with their assigned new teacher at least two times a week.

Mentors will support the teacher in the following areas:

Developing classroom rules and routines

Classroom management

Citywide Instructional Expectations

Formal and informal assessment strategies

Preparation for observations

Effective communication with parents

Lesson planning

Complying with clerical responsibilities

Administrators attend professional development workshops held by the network monthly. Professional development

information is shared with the staff during planned turn-key sessions.

### **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.).

The following has been done to address the needs of the following:

The following has been purchased to address the needs of students in Temporary Housing –

- ❖ Uniforms
- ❖ Winter Clothing (when needed) – hats, gloves, coats, etc.
- ❖ Book bags
- ❖ Supplies – notebooks, pencils, pens, etc.
- ❖ Books to support holiday periods and summer learning

The following has been put in place to support Violence Prevention –

- ❖ Character Ed. Peer Mediator – weekly character development sessions
- ❖ Anti-Bullying programs
- ❖ Trips and Activities supporting the Respect For All Programs
- ❖ Project Wisdom – School wide Character Ed. Curriculum focusing on character development with positive characteristics to empower students to make the right choice everyday
- ❖ Attendance Incentives –Monthly Recognition and Breakfast with the Principal celebration
- ❖ Character Development

### **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.).

P.S. 145 school culture is to provide strong system and structure for the entire community across to grades to achieve higher academic standards. Our Pre-Kindergarten students are exposed to a rigorous curriculum where they are expected to meet or exceed the Pre-K CCLS across academic and social areas. The instruction delivery and expectations is similar to upper grades. In addition, Pre – K parents are invited to workshops emphasizing the CCLS, Standard Based Instruction and many instructional initiatives twice every month.

During the month of May and June, parents are invited to participate in classroom visits, meeting with Kindergarten teachers, and are provided with information about how to assist their children to be ready for Kindergarten. For those parent that are have children with disabilities, we offered the support of the school guidance counselor, social worker and staff member to communicate their concerns to attain a level of comfort in making the transition. The assistance will target special services, meeting key personnel, visiting possible educational environments where their children may be place.

#### **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.

As part of the school initiative, P.S. 145 utilized the Teacher Effectiveness Team to analyze and share the different options in

selecting assessments that will result in impacting student performance. All teachers examine the pro and cons of a menu of assessment before making the decision. Some key areas they took into consideration during these conversation were, teacher's familiarity with the assessment, the alignment of the assessment with the curriculum and CCLS, and the time management.

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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>32</b>	Borough <b>Brooklyn</b>	School Number <b>145</b>
School Name <b>Andrew Jackson</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>Mrs. Lucia–Perez Medina</b>	Assistant Principal <b>Catherina Garzon</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Irene Soto</b>	Guidance Counselor <b>N. Rodriguez</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Enid Burgos</b>
Related Service Provider .	Other <b>L. Felipe–Rossi</b>
Network Leader(Only if working with the LAP team)	Other <b>A. Crespo</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>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>6</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently	<b>1</b>	Number of certified NLA/foreign language	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL	<b>0</b>

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	2

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	767	Total number of ELLs	247	ELLs as share of total student population (%)	32.20%
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school

Check all that apply

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

This offers (check all that apply):

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

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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	0	0	0	0								1

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
self-contained	1	1	1	1	1	1								6
Push-In				2	4	2								8
<b>Total</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>21</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	247	Newcomers (ELLs receiving service 0-3 years)	199	ELL Students with Disabilities	57
SIFE	0	ELLs receiving service 4-6 years	47	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	23	0	7	0	0	0	0	0	0	23
Dual Language	32	0	0	7	0	0	0	0	0	39
ESL	144	0	35	40	0	15	1	0	0	185
<b>Total</b>	<b>199</b>	<b>0</b>	<b>42</b>	<b>47</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>247</b>

Number of ELLs who have an alternate placement paraprofessional: 6

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		23												23
SELECT ONE														0
SELECT ONE														0

### 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
<b>TOTAL</b>	0	23	0	0	0	0	0	0	0	0	0	0	0	23

\*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		
	ELL	EP	ELL	EP																	
Spanish	12	13	7	17	23	1	18	6	26	3	21	3							10	7	43
SELECT ONE																			0	0	
SELECT ONE																			0	0	
<b>TOTAL</b>	12	13	7	17	23	1	18	6	26	3	21	3	0	0	0	0	0	0	10	7	43

### Dual Language (ELLs/EPs)

#### 9-12

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

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

#### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 44

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 1

Hispanic/Latino: 42

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

### 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				8	30	7								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>30</b>	<b>7</b>	<b>0</b>	<b>45</b>						

## 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)	6	3	3	14	11	4								41
Intermediate(I)	13	24	14	14	13	1								79
Advanced (A)	28	22	27	10	8	0								95
Total	47	49	44	38	32	5	0	0	0	0	0	0	0	215

#### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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### 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	31	2	1	0	34
4	27	0	0	0	27
5	25	5	0	0	30
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	26		8		1		0		35
4	24		4		0		0		28
5	25		5		0		0		30
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

### NYS Science

Level 1	Level 2	Level 3	Level 4	Total
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	English	NL	English	NL	English	NL	English	NL	
4	3		8		14		4		29
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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:**

- 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.  
The tools our school uses to assess the early literacy skills of our Ells are Core Knowledge unit assessments and Fountas and Pinnell, periodic running records. These tools test decoding, word recognition and comprehension and writing. We use this data to create action plans for our students in order to strengthen small group instruction
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels on the LAB-R and NYSESLAT revealed that after two years in a Bilingual program students were able to transfer their skills and knowledge into their second language by Second grade On the LAB-R it was split between Beginners and Intermediate levels. In our Lower grade ESL classes students are moving from Beginner to Advanced with in two years. By the time our Dual Language students reach the Fifth grade they have reached the proficiency level in the L2. This NYSESLAT, revealed that in 2013 53% of our Ells scored Advanced, 34% at Intermediate and 13% at Beginners level. Half of our Advanced students are in the Third grade and the trend is that Reading and Writing is the challenge. This implicates the need to broaden the language teaching to challenge and push our Ells ahead through scaffolding and strategies that will help navigate the English Language.
- 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](#))  
It is clear that in order for Ells in all of the programs to succeed in L2, we must continue to broaden and challenge our students using rigorous and academic standards geared to the four modalities. Difficulties in the L2, arise because Ells have to explicit and implicit language and higher critical thinking. We will consistently use a variety of graphic organizers and context clues strategies to enhance vocabulary and word usage that will support and challenge our students through the use of note taking, word banks and academic vocabulary. Using Close Reading strategies will help support the deep structure of formalized language.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. There is a tendency for Ells to show proficiency in Speaking/Listening on the NYSELAT. Looking at the Ell's who took the 2013 ELA last year in third, fourth and fifth grades the majority of the students scored a Level 1. The students in our Dual language third, fourth and fifth grade classes scored more level 2's than our students in the freestanding ESL. If we look at the Math Test given in the spring of 2013, it is evident that there were more level 2's than ones. The students had less formalized language to navigate and where better able to transfer the L1 skills to L2. There were no Bilingual classes in the upper grades. In order to move all our Ells up in levels, we will provide extra periods of instruction especially through our Afterschool and Saturday Ell Academy. Special practice material for practice ELA and Math has been presented to all classroom teachers including those of ELLs in grades 3-5.
- b. Assessments are used to drive instruction. Teachers as well as leadership meet on the common preps to discuss student data, strategies and skills. The school leadership uses the assessment to identify short term goals, establish learning targets and meet long term goals. After data is discussed, teachers plan accordingly to address strengths and weaknesses and tailor instruction to reinforce skills.
- c. The school has been analyzing data from different assessments used that Ells take. We have seen that in our Dual Language classes that have an enriched native language curriculum perform the same if not better than their counterpart. The collections of findings allow us to prioritize appropriate resources. Our Freestanding ESL program uses push in model. The ESL teacher works with ELLs in monolingual classes. The ESL teacher uses methods and approaches intrinsic to ESL to challenge the ELL population to master vocabulary, structures, patterns and concepts needed to compete with the non-Ell population. All instruction is done in English using classroom material of appropriate reading level, social studies, and math material as well as ESL material-big books, pictures, concrete and semi-abstract materials, read-alouds and other print rich materials.
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](#).)
- Our school uses data such as NYSELAT, ELA, Math and other performance tasks to determine which Tier of Instructional support to provide our Ells. The students who fall into Tier II and III are enrolled in the extended day. They are all given priority
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Materials are bought to meet the child's second language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- The tools used to assess EP's in the second target language are informal tests in content areas, running records and writing performance tasks. The language proficiency is on or near the same. English Proficient

students are performing the same as their counterparts.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
.To evaluate the success of our Ells, we look at several factors, standardized ELA, Math, Science and Social Studies tests, NYSESLAT results–how many students moved up a level, “Mock” tests to see growth, Running Records, school report card, participation in after school and articulation with cluster teachers.

## 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](#).)  
initial identification takes place during the registration process. The ESL teacher is present, Ms. I. Soto to conduct the initial screening which includes administration of the HLIS and conduct the informal oral interview in English and the native language (Spanish). She also explains the administration of the LAB-R. She also examines any information brought in by the parent (report card) that will aid in the initial identification process. If the HLS is stated to be in Spanish the child is then tested with the Language Battery-Revised and Spanish LAB if necessary, no more than ten days after initial enrollment as per compliance regulations. We also have the assistance of our Librarian, Ms. Felipe who has a Bilingual License and taught in a Bilingual class for seven years. When available, she is also called upon to conduct the initial screening. Ells are evaluated annually using the NYSESLAT to ensure that all entitled students have been identified and have received the LAB-R. At the beginning of the year, all classroom teachers are notified about whom the entitled students are in their classrooms based on the NYSESLAT and the LAB-R reports. A report from ATS LAB-R and NYSESLAT three year exam history is carefully reviewed by the ESL teacher and Assistant Principal. Teachers receive the data for each modality/Raw score and Proficiency levels, to group and academically plan accordingly. Additionally, parents receive written material in their language to understand the different assessments. The teachers and proctors are provided with a workshop on the administration of the NYSESLAT. Sometimes, we receive ELL's from another school. Parents of these ELL's request a Dual Language/Bilingual program which our school has. Our ESL teacher articulates with the Assistant Principal Ms. Garzon to verify whether there is room in our Dual

language/Bilingual program. The ESL teacher requests a copy of the HLIS from the other school and verifies if the child received the LAB-R, requests a copy of the parent survey if available and any other pertinent information available. If the parent survey is unavailable or has not yet been completed, the parent is called in and the form is filled out after a parent orientation. The child is then placed accordingly.

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.  
To ensure parental understanding of the three program choices (Transitional, Bilingual, Dual Language, Freestanding ESL), we hold parent orientations during the fall and spring for all incoming students. Program information is available in several forms—brochures and reading material is written in parent language; a video presentation made by the Department of Education in which Assistant Principal Garzon describes each program in detail; and an oral presentation. We have many structures in place to inform parents throughout the year in various ways. They include, individual meetings conversations, on-line presentations and or informational packets. The parent coordinator also works closely with supervisors (assistant principal, ESL teacher) to deliver parent information in a timely manner. Finally, the ESL teacher provides these orientations during Parent-Teacher Conferences during the afternoon and evening sessions.
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 school ensures that, the Parent “Program Selection” forms are distributed and returned by doing the following:
  - A letter is sent out informing parents of the date, time and place of the parent orientation in order to explain, video and the completion of the Parent Survey and Program Selection form. The letter delineates regulations set forth by CR Part 154 regarding the default program for parents of ELLs who do not fill out the above form.
  - Phone calls are made by the Parent coordinator or ESL teacher prior to the meeting in which the importance of attending is stressed and the default system is explained.
  - At the meeting, after the video presentation, a Q & A session is held regarding the different models, this is when parents receive further clarification and complete the Program Selection form.
  - For those parents who have not attended the parent orientation, the parent coordinator makes phone calls to announce the next immediate parent orientation.
  - At parent teas, in the beginning of the year, parents who need to fill out the program selection form meet with the ESL teacher for an orientation and completion of the parent selection form.
  - Parents who have failed to sign the parent survey receive a letter that their child has been placed in the bilingual/ESL class of that grade.
  - After the above has been exhausted, an interview is held via the telephone where parents are provided with an orientation and explanation of the various/ESL program.
  - First entitlement letter records are maintained by the ESL teacher in a folder entitled, “Parent Survey and

Selection forms,” 2013–2014.

- “Continued Entitlement” letters are given to the students to take home for parent signature after reviewing the NYSESLAT scores in September.
- For those students who do not return the continuation letter phone calls are made and follow-up letters are given until they are brought back.
- A copy of the first time entitlement letter is placed in the student cumulative record. The letters are maintained in a file cabinet.

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. During the Parent Orientation and/ or any other meetings held to advise parents of Bilingual/ESL services, the ESL teacher and the Assistant Principal explain HLIS, LAB–R NYSESLAT and Spanish LAB (to determine dominance). School administration uses the LAB–R to form or reform instructional programs with the Language Allocation Policy in mind. The parents’ selection as per the survey is communicated within the next two days. All written and oral communication is done in the language of the parent. When any staff member does not speak the language, we plan to use the translation service from the Department of Education.
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.  
The steps taken to administer all sections of the NYSESLAT include:
  - Regular testing protocols
  - Testing team reviews testing material and security protocols
  - Materials are counted upon administration and collection
  - ESL teacher checks students who have been discharged and reviews testing modifications if any
  - Testing team has a schedule for administering the Speaking portion one student at a time .
  - Classroom teachers receive annual orientation and scheduled dates for the Reading, Writing and Listening modalities
  - Proctors are assigned
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.   
The trend over the last few years is slowly changing with fewer HLS in Spanish and there is a decrease in students requesting for Bilingual and a steady selection of Dual Language and an increase in ESL. One contributing factor seems to be the fact that in contrast to previous years where we had two pre–k classes, now we have four pre–k classes, students are coming in with stronger English language skills. Our current registration for the 2013–2014 school year showed that 34 of our incoming ELL students have been placed based on the parent Survey and Parent Selection. Sixteen incoming ELLs have been placed in freestanding ESL program, 13 students in the Dual Language and 7 in the Bilingual program. Our program models are aligned with parent request.



## 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])?

Our organizational models consist of ICT Bilingual, Dual language, ESL push in, ESL self-contained.

In our ICT transitional Bilingual education program academic instruction during the school day is provided in Spanish with intensive support in English according to NYSESLAT levels and language Allocation Policy percentages. We have two educators (a certified Bilingual teacher and a certified Special education teacher) taking responsibility for planning, teaching and monitoring the success of all learners in the class. English as a second language is required and time allotted is determined by the level of language proficiency as indicated by CR Part 154. Our beginners and Intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native language arts daily. Our Advanced students receive at least 180 minutes of ESL per week, and 45 minutes of Native language arts per day. The classes are grouped in heterogeneously with students of all levels of English language proficiency. Each teacher must indicate appropriate minutes for ESL, ELA and NLA on their program cards, as mandated in CR Part 154. In our push-in ESL program, ELL students spend most of their day in a mainstream English classroom. The push-in program is implemented through a "team teaching" and "team planning" that requires the regular classroom teacher and the ESL teacher to plan on a regular basis. In our Freestanding English as a Second Language classes, all academic instruction during the school day is in English. The core content areas are taught using ESL strategies and methodologies. The objective of this program is to have ELL students emerged in the English language in order for them to become fluent and literate in the second language. They also receive support in the native language; each of these classrooms have a small library with Spanish books, glossaries, Spanish dictionaries, sentence starters and scribe pens.
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)?

All of our classes that support Ells record their allotted time on their program cards as mandated by CR part 154. Each individual program card is carefully reviewed by the immediate supervisor and our ESL teacher.
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.
 

In our ICT transitional Bilingual Educational program the content area instructional component is delivered in the students' native language (Spanish) according to ratios in our LAP. Intensive support in English is provided for students' duration in transition. For our Beginner students the ratio of English vs Spanish is 60:40, Intermediate is 50:50 and Advanced is 25:75. As the year progresses the percentages of native language instruction decrease and the percentage of ESL increase. Teachers use a variety of instructional approaches and methods to deliver their lesson. Accountable talk is encouraged through out the day and

students are constantly engaged in discussions with partners.

Our DL program is a developmental, language-enriched, Bilingual education program that integrates students who are native English language speakers with native speakers of Spanish.

In our ESL program content areas (math, Science and Social Studies) are delivered in English by the teacher using pictures, graphic organizers, charts with realia, computers, baskets of books in the students native language, peer buddies, performance task, smart boards, and other proven methods to make content comprehensible to enrich language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
As a school administrators collect benchmark assessments three or more times a year. Progress is tracked and teachers and administrators discuss action plans and next steps.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
There are a couple of tools used to evaluate ELLs in the four modalities of English acquisition through out the year. First, we administer a "Mock" NYSESLAT-Sampler provided by the State to determine the needs of our ELLs. After analyzing the results, we support instruction by using Empire State NYSESLAT by Continental Press. Then, a post "Mock" is administered to evaluate student gains in specific modalities.
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).
  - a. During this current year we do not have SIFE students. However, our instructional plan for SIFE students include support in L1. Students receive extra support through technology that assists in using decoding and comprehension.
  - b. ELL students less that three years receive differentiated instruction by proficiency level through both whole group and individualized. Provisions for modeling and demonstrations are provided. Materials include books on tape, laptop listening centers, visuals, and smartboard. These students have priority for extended day.
  - c. ELL students receiving services 4 to 6 years we provide differentiated instruction emphasizing reading and writing strategies across content areas. These students also receive extra periods of AIS. Student work is closely analyzed by inquiry teams to close the instructional gaps and provide additional support.
  - d. These students are provided with Tier III interventions and academic intervention service support and discussed in the /RTI meetings.
  - e. Our plan for continual support for our former ELLs is to place ELLs in the grade appropriate monolingual classroom where our freestanding ESL students receive ESL services.
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?  
The instructional strategies used to provide access to academic content and accelerate English language development are; small group instruction, one to one instruction, peer collaboration and content based research groups and Disciplinary Literacy and Expeditionary Learning.
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?

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD as follows: All ELL-SWD's parallel their general education peers in curricular and instructional materials. The materials are adapted and modified as per the linguistic needs of this population. In addition, assessments are modified so that ELL-SWD 's have more time hence scheduling flexibility is achieved and our students do not feel frustrated if they cannot complete the task. Flexible scheduling also takes place via mainstreaming of ELL-SWD's with non ELL-SWD's as per IEP stipulation.

### 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:

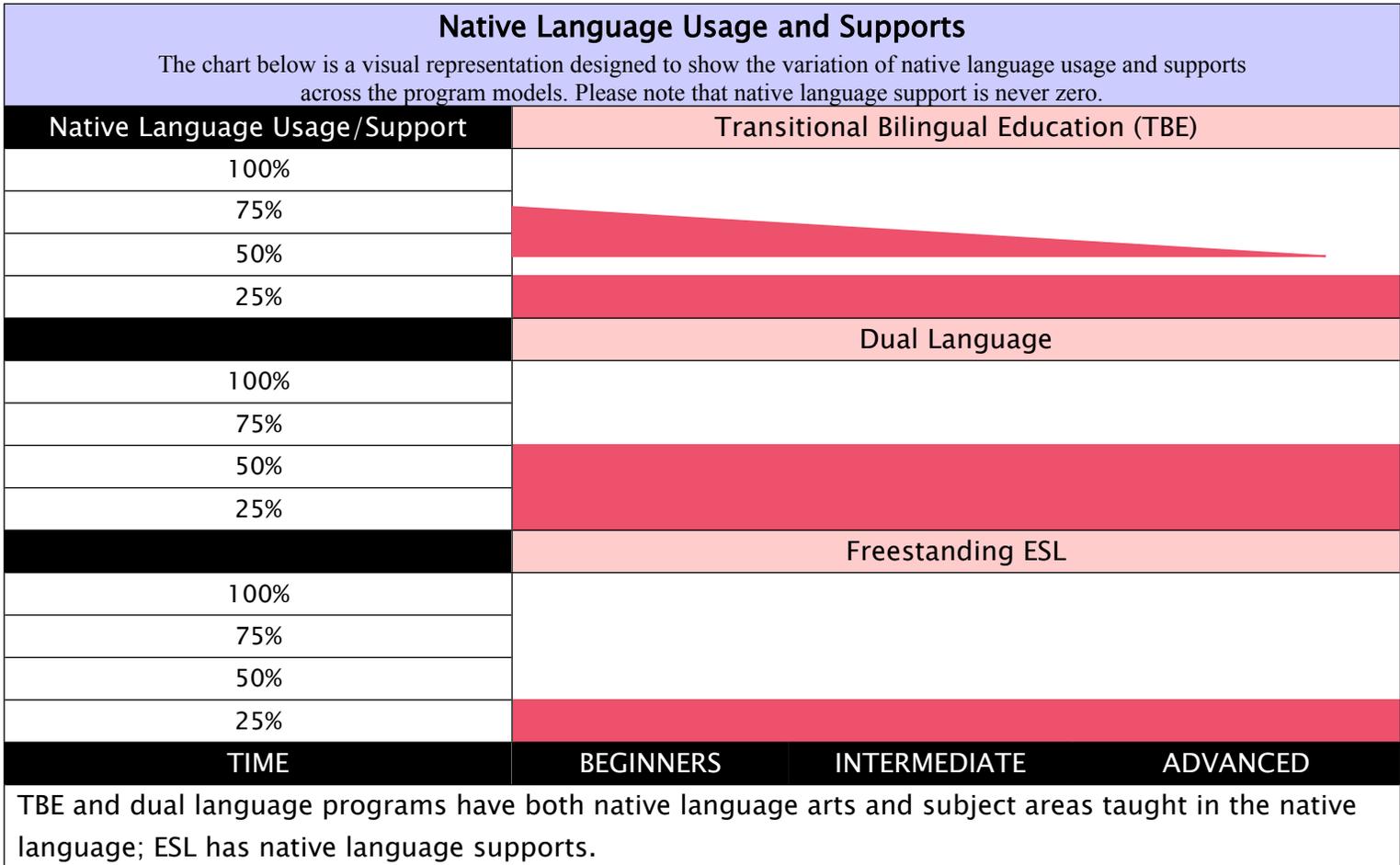
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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.  
Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. The intervention is provided in English and /or Spanish by the classroom teacher during differentiated instruction and extended day. The cluster teachers OTPs also provide intervention during the extended day. Intervention activities include Reading and Math during the extended day.
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 targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. The intervention is provided in English and /or Spanish by the classroom teacher during differentiated instruction and extended day. The cluster teachers OTPs also provide intervention during the extended day. Intervention activities include Reading and Math during the extended day. When necessary, she also provides instruction in L1 (Spanish) and uses ESL strategies to help foster the language patterns.
11. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year we are continuing our Saturday Ell Academy
12. What programs/services for ELLs will be discontinued and why?  
There have been no programs discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Ells are afforded equal access to all school programs as long as they meet program criteria.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
All Ells, regardless of subgroup receive the same materials. All ELLs attend computer lab. We are always searching for new scaffolds– the latest is the scribe pens that our alternate language paras and teachers use with the students. Our Ell teachers have special laptops with headphones as a listening center.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native Language is supported by fiction and non-fiction books in our Traditional Bilingual program. Also Spanish is delivered through stories in Calle de lectura and Bien Dicho. In our Dual and ESL classes, students have glossaries, dictionaries and Spanish content vocabulary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All required services support and resources correspond to Ells' ages and grade levels using differetiated instructional strategies. An intervention program "Starfall" to support vocabulary development is used in the classroom in form of technology.
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.  
Before the beginning of the school year, newly enrolled students are given a tour and orientation of the library by our librarian Ms. Felipe.
18. What language electives are offered to ELLs?  
N/A
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)?

In our Dual Language program, academic instruction during the school day for Kindergarten, First Grade and Second Grade follows the alternate week Spanish and English 50:50 model. The alternate week model for grades K–2 includes Word Work, Read aloud, writing, math and S.S and Science in both languages during different weeks. Classes include students who are native English speakers and native speakers of a language other than English. They are together 100% of the time. For Grade 3–5 instruction during the school day is the Roller Coaster method in which half day English and half day spanish is taught.

### 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. Our professional development plan for all personnel who impact our Ells includes on going workshops on strategies and skills needed by Ells to promote language development. Some of our teachers attend PD outside of the school and the professional development offered on Saturday. All of our Literacy and Math workshops presented by our Instructional leaders, Data specialist and Librarian also address the needs of our ELLs. They demonstrate strategies to promote L2. There is also professional development provided

2. In order to assure our that our ELLs have a smooth transition from our school to the feeding intermediate school, we have constant communication with the other school. In addition, the feeding intermediate offers Saturday professional development for upper grade teachers in our school to help prepare our students for the transition to middle school.

3. Our guidance counselor identifies Middle Schools providing strong academic services for our Ell students, and reaches out to talk about different programs that we have in our schools, to see if there could be a continuation of programs like Dual Language.

4. Twice a year our school dedicates time to train our newly arrived teachers who have not finished their 7.5 mandated Ell training for all staff including non–Ell teachers as per Jose P. This year on February and April our dates to train teachers, either by outside personnel or in house ESL teacher Ms. Soto. It will also focus on modeling strategies on how to prepare Ells to meet and succeed in the NYC and NY State Performances and Common Core. All records of this training are kept in the Bilingual Compliance Binder in the ESL room for easy access.

## 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?

.To evaluate the success of our ELLs, we look at several factors, standardized ELA, Math, Science and Social Studies tests, NYSESLAT results–how many students moved up a level, “Mock” tests to see growth, Running Records, school report card, participation in after school and articulation with cluster teachers.

We have a PTA which meets monthly and there is parental involvement as part of our School Leadership Team which apprises parents of curriculum, budget and projects. We hold workshops according to parents’ need and requests. Our parent coordinator Enid Burgos seeks different agencies to come to our school to provide workshops on parenting and nutrition. We house parent ESL classes four days a week. During the fall, we send out surveys to find out what programs parents are in most need of. Parents are encouraged attend assemblies when the auditorium is available. We have educational trips to “Repertorio Espanol ” and New York City Landmarks. Parents are kept informed through our calendar and school website.

The school partners with Cornell which provides workshops and Studio in a School.

The needs of parents are evaluated by using questionnaires, surveys and by parent request. Often the parents come to the school and speak to the parent coordinator and relate the types of information they would like to receive.

## 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.

Paste response to question here:

# Part VI: LAP Assurances

School Name: PS145

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LuciaPerez-Medina	Principal		11/15/13
Catherina Garzon	Assistant Principal		11/15/13
Enid Burgos	Parent Coordinator		11/15/13
Irene Soto	ESL Teacher		11/15/13
	Parent		1/1/01
A. Crespo	Teacher/Subject Area		11/15/13
L. Rossi-Felipe	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 32k145 School Name: Andrew Jackson PS 145

Cluster: 4 Network: 412

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

### **Part A: Needs Assessment Findings**

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

1. At P.S. 145 every letter, calendar and any parent notification written in English is translated into Spanish which is the native language of the vast majority of our parents and sent home. Our parent coordinator, Ms. Enid Burgos, is fluent in languages as well as the Guidance Counselor, Ms. Nerina Rodriguez and the Family Worker, Ms. Nancy Ponce who translate all written materials to ensure parent involvement and understanding. 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 Parent Committee as trained volunteers and welcomed members of our school community. We share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. In addition, 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 by translating all critical school documents and provide interpretation during meetings and events as needed. We utilize the Home Language Survey (Parent Information) data to ensure that we provide translations in written and oral form based on their chosen language request. Furthermore, we use current data from meetings, parent teas, Family Fridays, Parent Teacher Conferences, PTA meetings and workshops to determine language necessities.

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.

We currently have 247 ELLs enrolled at PS 145 therefore our major findings indicate that our school's written translation and oral interpretation needs are in Spanish. We are fortunate to have four administrators fluent in Spanish and many pedagogues and other staff personnel provide in-house oral translations during parent meetings, special events, parent teacher conferences and workshops. The entire school community as a whole is aware of these findings and know who to contact when they need assistance in communicating orally with a parent. In addition, these findings were and continue to be reported to the school at large in faculty conferences, Leadership Committee Meetings and TEP meetings etc.

## **Part B: Strategies and Activities**

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

At PS 145 many of our staff members are fluent in Spanish, they are able to provide oral and written translations on the spot and when necessary in written form in a timely fashion. The Spanish written translations of materials and resources sent to parents are done in-house for all documents that are sent home in advance so that parents remain informed and up-to-date on school initiatives which affords them with the opportunity to participate or attend an upcoming event, function or workshop.

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 school will provide, in-house oral interpretation services in Spanish to parents by utilizing our key staff members the Parent Coordinator, Enid Burgos, all four administrators and other staff members readily available to assist in communicating verbally to parents in Spanish.

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>.

PS 145 will fulfill Section V11 of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service by sending home all notices and letters in both Spanish and English. We will also communicate to parents during parent workshops, PTA meetings, parent teas, parent teacher conferences and special events. In addition, current information will be displayed on the outside digital billboard.

## 2012-13 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 145	DBN: 32K145
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
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: 262
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: 5 # of content area teachers: 1

### 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:

At P.S. 145 Title III funds will be used primarily to provide supplemental literacy skills in the native language (Spanish), and ESL instruction to eligible ELLs, and where possible, former ELLs, SIFE students, Long Term ELLs, and Students with Disabilities.

The After School program will target First and Second graders for four hours a week-two days a week, 3:00-5:00pm for a total of 10 sessions. Approximately 12-15 students at each grade level will participate for a total of 24-30 students. The purpose of this program is to address academic language and vocabulary development in the native language and English, as well as the core subjects in the early education years as an intervention to support students' ability to demonstrate greater growth as measured by the NYSESLAT.

The Saturday Academy will run for three hour sessions from 9:00AM-12:00PM for a total of 16 sessions and will focus on writing for grades 2-5. Approximately 12 students for each grade will participate for a total of 48 students. Both programs will run from December 2012 to April 2012. It is our goal to support students toward making gains that will result in meeting our AMO targets and ultimately the ELA.

Teachers will have clear parameters for language of instruction particular to their group levels and according to Part 154 mandates. All classes will be taught by Bilingual/ESL teachers. A technology paraprofessional will be funded to support the use of technology in individualized instructional software in the computer lab. Program schedules, attendance rosters and progress notes will be established and maintained for the target population. Students' profiles and assessments from their regular classroom teachers will be used to establish goals and benchmarks for the Afterschool and Saturday Academy. Support instructional material will include NYSESLAT PREP booklets, Keep on Reading Strategy books and Visual Support/general supplies.

### 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:

Title III funds will be used to support our on-going professional development goals as they apply to the teachers that provide instruction to our ELL students through our regular and special education transitional bilingual program, our dual language program, and students in monolingual classes (ESL). Professional development will be conducted by administrators CFN specialists, as well as consultants. Professional development activities will include demonstration lessons, intervisitations, study groups, workshops and conferences. Scaffolding activities will be developed and shared. Up to 23 teachers

**Part C: Professional Development**

(Bilingual, ESL) will participate in professional development sessions, workshops and lesson demonstrations that will highlight best teaching practices for second language learners. Teachers will review the ESL performance standards.

**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:

Our school's expectations for parental involvement is to support and strengthen student academic achievement. The school parent involvement is advertised through and disseminated via monthly newsletters, monthly calendars and Global Connect tele-communications. These advertisements are communicated both in Spanish and English-the major languages spoken by our parents. Also as a support, computer technology, English as a Second Language classes on Saturdays (9-12 PM). Workshops of interest include but not limited to : Cookshop Parent classes, Health (Asthma, Epilepsy, Nutrition, etc.) Energy and Household Budgeting Parent excursions such as: Museum trips, Holiday Landmark trips, Theatrical performances (Repertorio Espanol). There will be opportunities to participate in school sponsored workshops addressing appropriate programs and subjects such as literacy classes and Common Core Standards. Opportunities to participate in curriculum workshops and fairs in Literacy, Mathematics, Social Studies and Science.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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