



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE DUMONT SCHOOL
DBN (i.e. 01M001): 19K174
Principal: INGRID MASON
Principal Email: IMASON@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: MEGHAN KELLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Ingrid Mason	*Principal or Designee	
Colleen Parks	*UFT Chapter Leader or Designee	
Joyce Bowers	*PA/PTA President or Designated Co-President	
Pamela Williams	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	
Elsa Grandison	Member/ Guidance Counselor	
Randy Chrust	Member/ IEP Teacher	
Judy Daley	Member/ Parent	
Anita Brown	Member/ Parent	
Irene Bruno	Member/ Parent	
Janine Carrington	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	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	• A major recommendation with HEDI rating
	• Statement Of Practice (SOP) selected aligned to the goal
	• A goal aligned to the major recommendation
	• Instructional Strategies section, A-E for each strategy or activity that supports the goal
	• Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 19K174

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	222	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	11
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	80.3%	% Attendance Rate		90.6%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	7.5%	% Students with Disabilities		20.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American		68.3%	
% Hispanic or Latino	29.2%	% Asian or Native Hawaiian/Pacific Islander		0.9%	
% White	0.9%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	10.18	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	7.1%	% Teaching Out of Certification		4.8%	
% Teaching with Fewer Than 3 Years of Experience	26.2%	Average Teacher Absences		10.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.8%	Mathematics Performance at levels 3 & 4		10.2%	
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)		43.3%	
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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
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	No		

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.

Strengths were evident in Goal 2 (By June 2013, teachers in 3rd through 8th grade will design two mathematics units of study to include a menu of grade-appropriate strategies and approaches for students with disabilities and English language learners, as evidenced by a 5% increase on Insights Mathematics benchmarks and interim assessments.):

- Both content and language access strategies were used to scaffold math content learning;
- Targets were evaluated during Inquiry Team LIOs, Inquiry Work, teacher team meetings;
- Ongoing professional development and support was provided by school leaders and coach.

Strengths were evident in Goal 3 (By June 2013, all classroom teachers in Kindergarten through eighth grade will design and implement two writing rubrics in conjunction with the ELA units of study to produce and analyze authentic writing aligned to the CCLS, as evidenced by student writing portfolio pieces.):

- Implementation of Common Core Instructional Shifts in ELA;
- Targets were evaluated during short frequency observations, during Inquiry Team low inference observations, Inquiry Work, and teacher team meetings;
- Ongoing professional development to assist teachers in their design and implementation of rubrics for writing was provided by the school leaders and coach;
- Ongoing professional development to assist teachers in unpacking the language of the standards as they design coherent units of study with emphasis on Multiple Entry Points was provided by school leaders and coach.

Strengths were evident in Goal 4 (By June 2013, all staff will support a culture of learning to guide students in developing self-discipline and respect for others by a 5% reduction of Level 3 and 4 suspensions and incidents for students in grades 6 through 8, as evidenced by monthly ORRs reporting data.):

- Students' academic, social, and emotional health was developed through the 21st Century program;
- Connect with Kids Program delivered in weekly groups and one-on-one sessions;
- Students were celebrated monthly during Student of the Month and Star Student ceremonies;
- The Virtues Project Education Guide delivered in weekly groups and one-on-one sessions;

Monthly focus on Character Development lessons.

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

Areas for improvement were evident in Goal 1 (By June 2013, all ELA staff across grades 3 through 8 will deepen their knowledge of effective teaching and learning practices to extend their capacity to produce positive academic outcomes for ELLs and students with disabilities, as evidenced by a 5% increase on Insights ELA benchmarks and interim assessments.):

- Strategic use of assessments was not evident across the entire school community;
- Use of rubrics to guide student work was not consistent across the school community.

Areas for improvement were evident in Goal 5 (By June 2013, there will be greater opportunities to promote communication and collaboration between community, parent, and school as evidenced by, attendance at parent meetings and workshops.) include the following :

- Lack of parent engagement with regard to monthly assistance to parents in understanding the Common Core Learning Standards;

Poor parent attendance and engagement in workshops.

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

Challenges encountered include:

- Incomplete scoring of the Insights periodic on-line assessments;
- Lack of school-wide consistency in the way that student assessment data were used to develop comprehensive portraits of students;

Missed opportunities for setting meaningful goals based on data.

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

PS MS 174 successfully worked collaboratively during 2012-2013 towards creating a productive learning environment for both students and staff. Students responded with an overall response rate of 99% to the NYC School Survey 2012-2013 Report.

There was a 15% increase from the previous year, among students who agreed that the school offers a wide variety of programs, classes, and activities to keep them interested in school. There was a 10% increase among students who agreed that they need to work hard to get good grades.

PS MS 174 successfully worked collaboratively during 2012-2013 towards creating a productive learning environment for staff. Teachers worked in teams to design units of study and to look at student work. Through ongoing professional development, teacher teams have begun to differentiate instruction to meet the needs of diverse learners (including SWDs and ELLs) thereby improving student outcomes. In addition, teacher teams have implemented the Instructional Shifts in ELA with an emphasis on selecting and incorporating complex texts in the Literacy block. They have implemented the Instructional Shifts in math with an emphasis on significantly narrowing and deepening the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X	No
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If all the goals were not accomplished, provide an explanation.

Although teachers consistently collected formative, summative and ongoing data, they did not consistently use data strategically to move the instructional agenda school-wide. Teachers, working in teams as well as individually, must analyze data sets to form small groups, plan next steps, and monitor the progress of their students in meeting the CCLS.

Poor parent turn out at meetings and workshops inhibited communication and collaboration between the community, school, and parents. The school community must work collaboratively to strengthen partnerships among all constituents, especially those with our parents.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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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.

PS MS 174 is committed to school-wide reform. Among the practices aimed at school improvement are:

- Leveraging resources in order to embed rigor and multiple critical thinking opportunities throughout the daily learning experiences of all students;
- Designing units of study to include a menu of grade-appropriate strategies and approaches suitable for students with disabilities and English language learners, resulting in academic and personal success;
- Strengthening the systematic analysis of student data to move the instructional agenda;
- Supporting a culture of educational excellence to guide students in developing an attitude of self discipline and respect for self and others;
- Engaging parents of 3rd-8th graders in an active and vibrant partnership with the school to promote student learning

Concurrently, the NYC DOE has adopted new ELA and math Core Curriculum programs, Ready Gen, CodeX, GO Math! and CMP3. The school anticipates the learning curve associated with the adoption of any new program as a challenge which may be daunting but not impossible.

PS MS 174 will proceed with a balanced approach to meeting our goals, as well as implementing new ELA and math programs, so that all constituents maximize student achievement and work towards meeting the standards by which we are measured: QR measures school community, Danielson Framework measures teacher effectiveness, NYS Test measure student performance.

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

- 5% increase from unit pre-test to unit post-test in ELA for all students in 3rd through 8th grades, including SWDs and ELLs;
- Increase of one level within each criterion on the writing rubric for all students in 3rd through 8th grades, including SWDs and ELLs;
- 5% increase from unit pre-test to unit post-test in math for all students in 3rd through 8th grades, including SWDs and ELLs;
- 5 % increase from Insights on-line PAARC-aligned ELA BOY tests and EOY tests for all students in 3rd through 8th grades, including SWDs and ELLs;
- 5 % increase from Insights on-line PAARC-aligned math BOY tests and EOY tests for all students in 3rd through 8th grades, including SWDs and ELLs.

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

School leaders will communicate with staff in the following ways:

- In person during faculty conferences, grade conferences and professional conferences;
- Classroom visits: short frequency observations, formal observations;
- On-line via Google PS MS 174 school site;
- On-line via email;
- PS MS 174 2013-2014 School Handbook;
- School-wide memoranda;

School leaders will communicate with the community in the following ways:

- In person during Annual Open House, Parent Forum, home visits, and individual conferences;
- In writing (Translation to home language as needed);
- On-line via Engrade;

- By telephone as needed.

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

The PS MS 174 theory of action is promulgated on the belief that a comprehensive, coherent, and sustained professional development program will leverage both adult learning and student academic performance. Our focus on job-embedded professional development will drive consistent growth across all aspects of our school community.

Throughout the 13-14 school year relevant, hands-on professional development will be established facilitated to strengthen teacher practice. In addition, we will build relationships among staff in order to produce the highest quality instruction and student learning in every classroom.

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

- July-August 2013: school leaders and instructional lead teachers meet to plan the 2013-2014 PD priorities and to program multiple grade team common preps per week;
- August 2013: conduct the August Institute designed to provide professional development sessions for teachers new to the DOE, teachers assigned to a grade as a result of the phase-out, and experienced teachers;
- September-October 2013: revise the PD plan based on beginning of the year assessment data in ELA and math, including baseline assessments, inventories, surveys, Provide professional development focused on the implementation of the Danielson Framework for Teaching, the Instructional Shifts, the Universal Design for Learning (UDL), Inquiry Team Book Study *Data Wise*;
- November-December 2013: analyze school-wide systems to advance the professional learning community: teacher team inquiry work, common planning meeting, core curriculum assessments, Provide PD focused on analyzing data to inform instructional next steps by implementing UDL strategies;
- January-April 2014: Provide PD to support the school goals of a 5% increase in student performance as measured by core curriculum assessments and an increase of one level in teacher effectiveness as measured on the Danielson Framework for Teaching Rubric;
- May-June 2014: Provide PD to support grade-by-grade analysis of student data, self assessments, and leadership strategies, and to plan next steps for 2014-2015.

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

1. School leader will leverage resources (including budget, staff, time, teacher assignments, space, technology, and partnerships) in order to increase cognitive engagement for all learners.
2. Teacher teams will collaborate to improve their toolkit for taking action by creating a menu of activities in math to meet the needs of diverse learners aligned with the Mathematics Instructional Shifts and Danielson Framework for Teaching.
3. Teacher teams will collaborate to collect and analyze data in order to plan actions steps and strategically form instructional groups aligned with the Instructional Shifts and Danielson Framework for Teaching.
4. All staff will continue to support a culture of educational excellence to guide students in developing an attitude of self discipline and respect for self and others.
5. The school community will promote parent engagement led by the Parents Association members, the parent coordinator, and the School Leaders Team members.

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

1. Strategic leveraging of resources (including budget, staff time, teacher assignments, space, technology, and partnerships) in order to increase cognitive engagement for all learners will be managed by the school leader as evidenced by Galaxy reports, school programming and staff assignments.
2. Creation of a tool kit of activities to meet the needs of diverse learners (including SWDs and ELLs) in math will be managed by school leaders, teachers and coach as evidenced by school program, monthly professional development calendars, and units of study.
3. a) Teacher team meetings and inquiry work to collect and analyze data in order to plan actions steps and strategically form instructional groups aligned with the Instructional Shifts and Danielson Framework for Teaching will be managed by school leaders and teacher teams as evidenced by school programming, unit maps, lesson plans, performance assessments, Measuring Up Live Online Tests in ELA and math, teacher team meeting template, teacher team attendance records, and grouping informed by data.
3. b) Teacher teams collaborating to collect and analyze data in order to plan actions steps and strategically form instructional groups aligned with the Instructional Shifts and Danielson Framework for Teaching will be managed by school leaders and teachers as evidenced by unit maps, lesson plans, teacher team agendas, teacher team attendance records, and grouping informed by data.
4. All staff supporting a culture of educational excellence to guide students in developing an attitude of self discipline and respect for self and others will be managed by the school leader and guidance staff as evidenced by the 2013-2014 NYC School Survey student responses,
5. The school community promoting parent engagement will be managed by the Parents Association, the SLT, and the parent coordinator as evidenced by NYC School Survey, meeting/workshop agendas and attendance records.

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).

Embed rigor across classrooms so that multiple critical thinking opportunities are part of the daily learning experiences of all students, resulting in higher and consistent cognitive engagement and authentic writing. 1.2

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	UD
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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.

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

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, school leader will strategically organize and allocate resources to ensure that all ELA staff across grades 3rd through 8th design, implement, and assess appropriately challenging ELA lessons so that multiple critical thinking opportunities are part of daily learning resulting in consistent cognitive engagement and authentic writing, as evidenced by:

- 1a. 5% increase from all ELA unit pre-tests to post- tests in Core Curriculum Ready Gen and CodeX;
- 1b. Increase of one level within each criterion on the writing rubric on at least five writing performance tasks.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
 1. School leader to allocate funds to ensure that students are provided appropriately challenging ELA lessons so that multiple critical thinking opportunities are part of daily learning resulting in consistent cognitive engagement and authentic writing;
 2. School leader to assign staff to ensure that students are provided appropriately challenging ELA lessons so that multiple critical thinking opportunities are part of daily learning resulting in consistent cognitive engagement and authentic writing;
 3. School leader to assign technology (SMARTBoards, laptop carts, PCs, ipads) to ensure that students are provided appropriately challenging ELA lessons so that multiple critical thinking opportunities are part of daily learning resulting in consistent cognitive engagement and authentic writing;
 4. School leader to provide professional development (monthly PD calendar for on-site PD, CFN PD, NYC DOE PD, off-site PD) for teachers to ensure that all ELA staff across grades 3rd through 8th design, implement, and assess appropriately challenging ELA lessons;
 5. School leader to supervise the implementation of the Instructional Shifts in Literacy where teachers design, implement, and assess appropriately challenging ELA lessons daily through multiple critical thinking opportunities resulting in consistent cognitive engagement and authentic writing.
- **Key personnel and other resources used to implement each strategy/activity**
 1. School leader;
 2. School leader, ELA teachers;
 3. School leader, ELA teachers, technology (SMARTBoards, laptop carts, PCs, ipads);
 4. School leader, 21st Century trainers, Generation Ready trainer, Positive Action consultant, Really Great Reading trainer, BERS trainers ;
 5. School leader, ELA teachers.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. 5% increase from all ELA unit pre-tests to post- tests in Ready Gen and CodeX;
Increase of one level within each criterion on the writing rubric on at least five writing performance tasks.
 2. 5% increase from all ELA unit pre-tests to post- tests in Ready Gen and CodeX;
Increase of one level within each criterion on the writing rubric on at least five writing performance tasks.
 3. 5% increase from all ELA unit pre-tests to post- tests in Ready Gen and CodeX;
Increase of one level within each criterion on the writing rubric on at least five writing performance tasks.
 4. 5% increase from all ELA unit pre-tests to post- tests in Ready Gen and CodeX

- Increase of one level within each criterion on the writing rubric on at least five writing performance tasks.
5. 5% increase from all ELA unit pre-tests to post- tests in Ready Gen and CodeX;
Increase of one level within each criterion on the writing rubric on at least five writing performance tasks.

Timeline for implementation and completion including start and end dates

1. Monthly from September 2013 through June 2014.
2. Monthly from September 2013 through June 2014.
3. Monthly from September 2013 through June 2014.
4. Monthly from September 2013 through June 2014.
5. Monthly from September 2013 through June 2014.

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

1. Saturday Academy teacher per session: 3 teachers to provide 4 hours of instruction for 20 sessions;
Generation Ready trainers to support teachers and leaders on-site for 10 sessions;
Bureau of Educational Research to provide 10 full day professional development sessions;
Positive Action consultant to provide 10 full day sessions of support to administrators, teachers, and students in the implementation of the instructional foci: rigor through complex text, student-to-student discussion, effective feedback, and assessment ;
2. Saturday Academy teacher per session: 3 teachers to provide 4 hours of instruction for 20 sessions;
3. Technology (desk top computers, laptops, printers, SMARTBoard available in every classroom);
4. Generation Ready trainers to support teachers and leaders on-site for 10 sessions;
Bureau of Educational Research to provide 10 full day professional development sessions;
Positive Action consultant to provide 10 full day sessions;
5. 4 PD sessions focused on the Instructional Shifts,
Short frequency observations conducted daily.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

21st Century Grant

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	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		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).

Improve unit planning to include a menu of grade-appropriate strategies and approaches suitable for students with disabilities and English language learners, resulting in academic and personal success. 1.1

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	UD
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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.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

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, teachers in 3rd through 8th grade will design at least five mathematics units of study to include a menu of grade-appropriate strategies and approaches for all students, including students with disabilities and English language learners, resulting in academic and personal success, as evidenced by a 5% increase on GO Math!

and CMP3 unit pre-tests and post-tests.

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. Teacher teams collaborate to strategically create a menu of grade-appropriate strategies and approaches for all students, including SWDs and ELLs resulting in academic and personal success.
2. School leader and coach to provide professional development focused on the Universal Design for Learning and on creating a menu of grade-appropriate strategies and approaches for all students, including SWDs and ELLs resulting in academic and personal success.

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

1. School leaders, teachers, coach;
2. School leaders, teachers, coach.

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

1. 5% increase from GO Math! and CMP3 unit pre-tests to post- tests;
2. 5% increase from GO Math! and CMP3 unit pre-tests to post- tests.

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

1. Monthly from September 2013 through June 2014;
2. Monthly from September 2013 through June 2014.

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

1. Teacher teams meet for 45 minutes each week for 30 weeks.
2. School leader and coach meet with teachers 2 times each month for 8 months.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence

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	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 consistency in the use of interim assessments to drive adjustments to classroom instruction, thereby meeting the needs of all students, including advanced students. 2.2

Review Type:	Quality Review	Year:	2012 -2013	Page Number:	4-5	HEDI Rating:	D
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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.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

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, all teachers in 3rd through 8th grade will use interim assessments to develop school-wide consistency in data collection and analysis, and to drive adjustments to classroom instruction, thereby meeting the needs of all students, as evidenced by an increase of one level on Danielson Framework for Teaching

competencies:

- 1b Demonstrating Knowledge of Students
- 3d Using Assessment in Instruction
- 4b Maintaining Accurate Records.

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. Teachers meet weekly during the school day on Inquiry Wednesdays in horizontal and vertical teams to analyze student data, plan action steps that drive instruction, form strategic instructional groups, improve teacher practice, and develop school-wide consistency.
2. Teachers meet twice each month after school to analyze student data, plan action steps that drive instruction, form strategic instructional groups, improve teacher practice, and develop school-wide consistency.

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

1. School leaders; teachers;
2. School leaders; teachers,
Per session for after school inquiry work,
Equipment for data collection and analysis including 1 laptop and 10 document cameras.

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

1. Data collection and analysis system (virtual file or binder of hard copy records);
Lesson plans incorporate students' needs;
Short frequency observations and formal observations document an increase of one level on the Danielson Framework for Teaching among the following competencies:
 - o 1b Demonstrating Knowledge of Students
 - o 3d Using Assessment in Instruction
 - o 4b Maintaining Accurate Records.
2. Data collection and analysis system (virtual file or binder of hard copy records);
Lesson plans incorporate students' needs;
Short frequency observations and formal observations document an increase of one level on the Danielson Framework for Teaching among the following competencies:
 - o 1b Demonstrating Knowledge of Students
 - o 3d Using Assessment in Instruction
 - o 4b Maintaining Accurate Records.

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

1. September 2013 through June 2014.
2. September 2013 through June 2014.

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

1. OTPS:1 Laptop, 10 document cameras, binders, paper, printer cartridges, office supplies;
2. Afterschool Inquiry Work per session: 20 teachers to conduct 2 hours of inquiry work for 12 weeks
OTPS: Laptop, binders, paper, printer cartridges, office supplies.

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	XX	Tax Levy	X	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	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

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).

NYC School Survey 2012-2013 Report:

- 38% of students who responded reported that they disagree with the statement, “Most students at my school respect students who get good grades. (5.9)”
- 31% of students who responded reported that they disagree, strongly disagree, or do not know to the statement, “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
- 32% of students who responded reported that they disagree or strongly disagree with the statement, “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	9-11	HEDI Rating:	NA
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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.

5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
5.4 Safety		5.5 Use of data and student needs

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 2014, all staff will continue to support a culture of educational excellence to guide students in developing an attitude of self discipline and respect for self and others as evidenced by an increase of 5% in student responses on the NYC School Survey indicating “agree” or “strongly agree” with the following:

- “Most students at my school respect students who get good grades. (5.9)”
- “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
- “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”

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. Self discipline and respect classroom presentations by guidance counselors;
 2. One-on-one counseling sessions with guidance counselors to promote self monitoring;
 3. Monthly Values Education lessons to build life skills and character;
 4. Monthly assemblies celebrating the Star Student and the Student of the Month;
 5. Principal’s Book Club Luncheon to celebrate good readers;
 6. Kindness Tree to display kind acts;
 7. Weekly 21st Century sessions and trips to facilitate youth development;
 8. Mobile Response Team to provide PD and support staff in developing goals and objectives to improve student outcomes.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Guidance counselors;
 2. Guidance counselors;
 3. School leaders, guidance counselors, teachers;
 4. School leaders, guidance counselors, teachers;
 5. School leaders, guidance counselors, teachers;
 6. School leaders, guidance counselors, teachers;
 7. 21st Century trainers, teachers
 8. Mobile Response Team, school leaders, teachers, and guidance counselors.

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

1. 5% increase among students who respond on the NYC School Survey indicating “agree” or “strongly agree” with the following:
 - o “Most students at my school respect students who get good grades. (5.9)”
 - o “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
 - o “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”
2. 5% increase among students who respond on the NYC School Survey indicating “agree” or “strongly agree” with the following:
 - o “Most students at my school respect students who get good grades. (5.9)”
 - o “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
 - o “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”
3. 5% increase among students who respond on the NYC School Survey indicating “agree” or “strongly agree” with the following:
 - o “Most students at my school respect students who get good grades. (5.9)”
 - o “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
 - o “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”
4. 5% increase among students who respond on the NYC School Survey indicating “agree” or “strongly agree” with the following:
 - o “Most students at my school respect students who get good grades. (5.9)”
 - o “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
 - o “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”
5. 80% student participation during Principal’s Book Club Luncheon;
6. Personalized leaves of kind acts displayed on the Kindness Tree weekly;
7. 5% increase among students who respond on the NYC School Survey indicating “agree” or “strongly agree” with the following:
 - o “Most students at my school respect students who get good grades. (5.9)”
 - o “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
 - o “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”
8. 5% increase among students who respond on the NYC School Survey indicating “agree” or “strongly agree” with the following:
 - o “Most students at my school respect students who get good grades. (5.9)”
 - o “At my school students with disabilities are included in all school activities (lunch, class trips, etc.) (7.8)”
 - o “My school offers a wide enough variety of programs, classes and activities to keep me interested in school. (6.3)”

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

1. September 2013 through June 2014.
2. September 2013 through June 2014.
3. September 2013 through June 2014.
4. September 2013 through June 2014.
5. September 2013 through June 2014.
6. September 2013 through June 2014.
7. September 2013 through June 2014.
8. September 2013 through June 2014.

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

1. Guidance counselors to provide 4 sessions per class;
2. Guidance counselors to provide 2 sessions per week;
3. Guidance counselors and teachers to provide values education sessions each month;
4. Guidance counselors and teachers to provide student recognition each month;
5. Principal to provide 2 sessions per year;
6. Guidance counselors and teachers to recognize kind acts daily;
7. Guidance counselor to provide 21st Century sessions weekly;
8. Mobile Response Team to provide PD and support staff.

Budget and Resource Alignment

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

PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

21st Century Grant

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. .

	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
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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).

Parent response rates on the NYC School Survey have decreased over time as follows:
2011 – 85%; 2012 – 61%; 2013 – 34%

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	2	HEDI Rating:	NA
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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.

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

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 2014, 60% of parents of 3rd-8th graders will engage in an active and vibrant partnership with the school to promote student learning as evidenced by:

1. 70% of parents in attendance at Parent Teacher Conferences
2. 10% increase among parents who complete the 2013-12014 NYC School Survey
3. 50% of parents who attend parent workshops.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Parents Association members to allocate resource for procuring learning through the arts workshops presentations that engages parents in an active and vibrant partnership with the school to promote student learning;
2. PA and Parent Coordinator to create a monthly parent calendar, implement the annual Open House and Parent Forum, to coordinate monthly parent arts workshops;
3. SLT members to implement the annual Open House and Parent Forum, to coordinate monthly parent arts workshops.

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

1. PA president;
PA members;
2. PA president;
PA members;
Parent Coordinator;
3. SLT members

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

1. 50% of parents who attend parent workshops
70% of parents in attendance at Parent Teacher Conferences;
10% increase among parents who complete the 2013-12014 NYC School Survey;
2. 50% of parents who attend parent workshops ;
3. 50% of parents who attend parent workshops ;
90% completion of parent surveys after each workshop.

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

1. September 2013 through June 2014;
2. September 2013 through June 2014;
3. September 2013 through June 2014.

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

1. Learning through an Expanded Arts Program facilitators to provide 7 parent workshop sessions;
2. OTPS: ink cartridges, paper;
3. OTPS: paper, paint.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

21st Century Grant

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Using exemplars to model the process and product provided by teacher; • Using graphic organizers and rubrics as scaffolds provided by teacher; • Accessing technology, including desk top computers, laptops, and SMART Boards provided by the teacher; • Modeling the use of writing prompts and rubrics provided by the teacher; • Using self-reflection checklists provided by the teacher. 	<ul style="list-style-type: none"> • Small group instruction during the ELA block; • Extended Day: Mon. and Tues. every other week; • Saturday Academy. 	<ul style="list-style-type: none"> • Small group instruction during the ELA block; • Extended Day: Mon. and Tues. every other week; • Saturday Academy.
Mathematics	<ul style="list-style-type: none"> • Demonstrating the use of the 4-Step Problem Solving Method provided by the teacher; • Using exemplars to model the process and product provided by teacher; • Modeling visualization techniques provided by the teacher; • Modeling with concrete manipulatives to represent concepts provided by the teacher; • Using self-reflection checklists provided by the teacher. 	<ul style="list-style-type: none"> • Small group instruction during the math block. • Extended Day: Mon. and Tues. every other week. • Saturday Academy. 	<ul style="list-style-type: none"> • Small group instruction during the math block; • Extended Day: Mon. and Tues. every other week; • Saturday Academy.
Science	<ul style="list-style-type: none"> • Using exemplars to model the process and product provided by teacher; • Modeling the use of graphic organizers, and rubrics provided by the teacher; • Accessing technology, including desk top computers, laptops, and SMART Boards provided by 	Small group instruction.	Small group instruction weekly during the science block.

	<ul style="list-style-type: none"> the teacher; Using self-reflection checklists provided by the teacher. 		
Social Studies	<ul style="list-style-type: none"> Using exemplars to model the process and product provided by teacher; Modeling the use of graphic organizers and rubrics provided by teacher; Accessing technology, including desk top computers, laptops, and SMART Boards provided by the teacher; Modeling the use of writing prompts provided by the teacher; Using self-reflection checklists provided by the teacher. 	Small group instruction.	Small group instruction weekly during the social studies block.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Conducting Pupil personnel referrals twice each month provided by PPT; Providing At-risk counseling services for holdover students, students with chronic tardiness and absences, students in temporary housing, and foster care conducted twice each week by guidance staff, social worker, and MRT; Counseling for students with self-esteem issues, and poor socializations skills twice each week provided by guidance staff, social worker, and MRT. 	Small group; individual.	During the school day.

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

9. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>Strategies that are employed to attract highly qualified teachers are:</p> <ul style="list-style-type: none"> • Provide opportunities for shared leadership; • Increase planning time by scheduling common planning time; • Provide high quality research based professional development; • Provide access to technology; • Create a supportive and safe environment; • Provide flexibility in the use of resources; • Actively recruit certified teachers at job fairs and fellows from university schools of education such as CUNY; • Provide professional mentors for new teachers; • PS 174 School Brochure; • PS 174 Extra-Curricular Activities Brochure.

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).
<ul style="list-style-type: none"> • NYC DOE Core Curriculum professional development for Ready Gen, CodeX, GO Math! and CMP3, each 4 times during 2013-2014 that enables all students to meet Common Core State Standards (CCSS). ; • Monthly professional development calendar for all staff during: <ul style="list-style-type: none"> ○ Faculty Conference strategically targeting Citywide Instructional Expectations, Instructional Focus: Student-to-Student Discussions, Advance, curricula, assessment, UDL, Blended Learning; ○ Grade Conferences focusing on curricula, lesson planning, assessment, analyzing data; ○ PD sessions focusing on CCLS, curricula, units of study, lesson planning, UDL, PARCC-aligned assessments; ○ Lunch and Learn sessions focusing on SESIS, Writing IEPs, UDL, data analysis; • Weekly inquiry work sessions to building teacher leadership that enables all students to meet Common Core State Standards (CCSS); • Biweekly Instructional Team sessions to build teacher leadership that enables all students to meet Common Core State Standards (CCSS); • Biweekly Inquiry Team sessions to build teacher leadership that enable all students to meet Common Core State Standards (CCSS); • Monthly School Leaders Network sessions to build principal professional development that enable all students to meet Common Core State Standards (CCSS) ; • Weekly AUSSIE Generation Ready sessions to provide high quality professional development for teachers that enables all students to meet Common Core State Standards (CCSS); • Weekly 21st Century sessions to provide high quality professional development for teachers that enables all students to meet Common Core State Standards (CCSS); • Really Great Reading session to provide high quality professional development for teachers that enables all students to meet Common Core State Standards (CCSS); • Bureau of Education and Research sessions to provide high quality professional development for staff that enables all students to meet Common Core State Standards (CCSS).

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Guided by the Quality Review Rubric, the Framework for Teaching, and the Common Core Learning Standards school leader will leverage resources to ensure that all ELA staff across grades 3 through 8 embed rigor so that multiple critical thinking

opportunities are part of daily learning resulting in consistent cognitive engagement and authentic writing. The coordination and integration of funding is as follows:

- allocation of funds (21st Century, AIDP, ARRA RTTT, CfE, IDEA, MRT, NYS STVP, SSS, Sequester Aid, Title I (including Title I PF SWP) , Title II, Title III, TL);
- assigning of staff (CfE, IDEA, SSS, Sequester Aid, Title I, TL);
- assigning of technology (Title I (including Title I PF SWP), TL);
- provision of professional development (CfE, Title I (including Title I PF SWP));
- supervision of the implementation of the Instructional Shifts in Literacy

Guided by the Quality Review Rubric, the Framework for Teaching, and the Common Core Learning Standards, teachers in 3rd through 8th grade will design at least five mathematics units of study to include a menu of grade-appropriate strategies and approaches for all students. The coordination and integration of funding is as follows:

- School leaders (Title I, TL)
- Teachers (CfE, IDEA, SSS, Title I, TL)
- STUDIO in a School artist (TL)

Guided by the Quality Review Rubric, the Framework for Teaching, and the Common Core Learning Standards, all teachers in 3rd through 8th grade will use interim assessments to develop school-wide consistency in data collection and analysis, and to drive adjustments to classroom instruction. The coordination and integration of funding is as follows:

- school leaders (Title I, TL)
- teachers (CfE, IDEA, SSS, Title I, TL)
- per session (Title I PF)

OTPS (NYS STVP, Title I including PF, TL)

Guided by the NYC School Survey 2012-2013 Report, all staff will continue to support a culture of educational excellence to guide students, including STH in developing an attitude of self discipline and respect for self and others. The coordination and integration of funding is as follows:

- school leaders (Title I, TL)
- guidance counselors (Title I, TI)
- teachers (CfE, IDEA, SSS, Title I, TL)
- Parent Coordinator (Title I, TL)
- Creative Connections ,Story Studio, Dance, Digital Media, Film/Videography , Glee Club, Karate ,College Now (21st Century)
- Social workers (MRT)

Guided by the NYC School Survey 2012-2013 Report, 60% of parents of 3rd through 8th graders will engage in an active and vibrant partnership with the school to promote student learning as evidenced by: 70% of parents in attendance at Parent Teacher Conferences, 10% increase among parents who complete the 2013-12014 NYC School Survey and 50% of parents who attend parent workshops. The coordination and integration of funding is as follows:

- Parent Coordinator (Title I, TL)
- Parent workshops (Title I PF)
- Supplies (Title I, including PF)

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.).

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.

MOSLs were selected by forming a committee of school leaders and teachers. The committee met twice during the summer 2013 break to gain professional development and participate in webinars in order to become familiar with the selection process. The committee of teachers shared essential information with staff members during a faculty conference. Finally, a collective decision was made during subsequent collaborative meetings after school.

In addition, teachers meet in teams to collaboratively develop other periodic grade level assessments. Teachers use Measuring Up Live online tools to create their own customized assessments in ELA and math. People's Publishing provides one hands-on training session focused on navigating the Measuring Up Live site, as well as ongoing professional development and support throughout the school year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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 1st 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 00	Borough Brooklyn	School Number 174
School Name The Dumont School		

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 I. Mason	Assistant Principal Ms. Jeffries
Coach	Coach type here
ESL Teacher Nicole Cafaro	Guidance Counselor Ms. E. Grandeson
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Rebekha Schubert	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	221	Total number of ELLs	14	ELLs as share of total student population (%)	6.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In				1	1	1		1	1					5
SELECT ONE														0
Total	0	0	0	1	1	1	0	1	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	3

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4		0	7		4	3		3	14
Total	4	0	0	7	0	4	3	0	3	14

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				6	2	2		1	2					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	6	2	2	0	2	2	0	0	0	0	14

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)				5		2		1	1					9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)								1	1					2
Advanced (A)				1	2									3
Total	0	0	0	6	2	2	0	2	2	0	0	0	0	14

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					0
4		2			2
5		2			2
6					0
7		2			2
8		2			2
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									0
4	2								2
5	2								2
6									0
7	2								2
8	2								2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At The Dumont School, PS174, we will use the Fountas and Pinnell Assessment to evaluate student reading and comprehension ability to determine early literacy skills. The data obtained from the Fountas and Pinnell assessments will be able to inform instruction for our ELLs align to a Leveled Literacy Intervention, and determine each child's instruction level for guided reading.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the data, our students fall in various proficiency levels. 2 are newcomers and 7 of them have an Individualized Education Program.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Modality set analysis (RNMR) not available at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. The patterns across grades are varied; 7 are advanced, 2 are intermediate, and 5 are beginners. 13 students have their native language as Spanish, and 1 has an "other" native language.

B. The school leadership and teachers are using the results of ELL Assessments to group students according to levels in oral, reading and writing ability. These ongoing assessments permit both the school leaders and teachers to examine the child's knowledge and learning to gather more than quick snapshots of what the child can do but also to define the child's next learning goals. As their levels improve, groups will vary.

C. As our school continues to learn about ELLs from assessments, children will be academically supported in their native language by adapting instruction to support the learning process. Classroom activities will match the students second-language acquisition levels. For example, depending on the student's proficiency level, scaffolds will be tailored to increase the L1 dominance. Teachers will use cognates to develop comprehension in English. Teachers and students will be able to use their native language in the classroom as a way to increase their awareness in their primary language as a tool for understanding a second language.
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](#).)
Using the Standard Treatment Protocol Model, we will use the data received from the Fountas and Pinnell Benchmarks and the Student Oral Language Observation Matrix (SOLOM) to determine if our ELLs are in need of an intervention to increase their oral and academic levels.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that our children's second language is considered when making instructional decisions school leaders and teachers play an important role in a learner's acquiring a second language. We will adapt instruction to meet the individual needs of the learner so that each student can achieve academic success. As a school community we will consider the psychological and social factors of all of our ELLs:
 1. Psychological Factors include: Getting to know the learner's background, L1 and L2 experiences, prior academic success, likes/dislikes, social-emotional factors- self-esteem, motivation, anxiety level & attitude toward L1 & L2, attitude toward teacher and class, cognitive factors- level of L2 acquisition, cognitive/learning style.
 2. Sociocultural factors include: family acculturation and use of L1 & L2, family values, sociocultural support for L1 in the classroomGetting to know the child is a key factor to ensuring academic and social success for an ELL and at PS 557 (Brooklyn Gardens Elementary) we will make sure that this is apart of their learning experience.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

NO Dual Language Program available

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 program for ELLs, we will closely monitor progress for all 4 students. To ensure that we are meeting AYP for ELLs and students are academically increasing in their F & P levels and increasing in their oral proficiency levels (SOLOM) students will be monitored and assessed quarterly to make decisions about:

1. Student placement
2. To make day to day instructional decisions
3. To make adjustments if needed with resources, instructional time and materials

This process will allow for us to measure student achievement against the SOLOM Matrix, F & P Continuum and the NYSELAT exam.

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](#).)
 1. An interview is conducted upon registration by a licensed pedagogue
 2. Based on the result from the Home Language Survey the student is determined as an ELL if another language is written other than English.
 3. LAB-R is administered within ten days of registration
 4. Notification to parents are sent out of entitlement , along with an invitation for a parent orientation
 5. Licensed ESL pedagogue conducts the parent orientation and all documents including agenda, parent attendance and parent choice letters are collected within ten days of registration
 6. ELPC screen on ATS is updated with the parent choice information within 20 days of registration
 7. Program is devised with a licensed ESL pedagogue to provide mandated services to ELL students
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.

Similar to the actions taken upon registration, parents are invited to attend a parent orientation to discuss choices and receive clearer understanding of all three program choices. Phone calls are made by pupil accounting secretary to confirm attendance of all parents of children who are deemed to receive services.
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 [\[see tool kit\]](#).)

Parents are given entitlement letters upon completion of the LAB-R assessment. Letters are sent home, along with a phone call inviting parents to come in to discuss the process. After entitlement letters, parent survey and program selection have been made a file is created for each student and confidentially filed with all ESL documents.
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.

Currently, we only offer Freestanding ESL. The ESL teacher will provide a total of 360 minutes of instruction for all beginner and intermediate ELLs. The ESL teacher will provide a combination of push-in instruction and pull-out instrustion. We currently only service children from grades 3,4,5,7,8 which will allow the ESL teacher to provide ungraded instruction differentiating between grade-bands to meet their academic needs. The free-standing ESL program, standard based curriculum and content are delivered across the grades uses a pacing calendar, aligned to the common core state standards. The ESL teacher will collaborate with the classroom teacher enabling instruction to be delivered in all content areas using an inquiry based approach to learning. Strategies

include schema, building background knowledge, scaffolding content using pictures, videos, audio components and technology. The ESL teacher will provide a monthly newsletter to parents in both English and translated in their native language to communicate activities with parents.

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.

We currently service grades 3,4,5,7,8, which means there will be bands of the NYSELAT exam that will have to be administered for a total of 15 students. A schedule will be created and the ESL teacher will facilitate all sections of the NYSELAT exam to all students.

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. ⓘ
Discussion with staff members and review of the above said forms have informed us that many families always preferred free-standing ESL. Currently, all newcomer parents have requested that children receive freestanding ESL. We will stay aligned with parent choice by using ELIC screen.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A&B. We currently have ESL students in grades 3,4,5,7,8 resulting to a total of 15 students. Students are grouped in our ICT classroom, general education classroom and special education class. We will use a combination of heterogeneous and homogeneous program models to allow for push-in and pull-out groups. Groups will be organized according to proficiency levels and mixed proficiency levels.

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)?

Currently, we have 7 students whose proficiency ratings are Advanced and require 180 instructional minutes, while the remaining 7 students proficiency ratings are split between beginners and intermediate which require a total of 360 instructional minutes each. The ESL teacher will support students at the advanced levels pushing-in to increase their oral and academic levels, while pulling-out all beginners and intermediates to fulfill the mandated 360 minutes for ESL instruction.

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.

The principles of Specially Designed Academic Instruction in English (SDAIE) is the approach we will take to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. SDAIE addresses the following needs of English Learners:

1. to learn grade-appropriate content
2. to master English vocabulary and grammar
3. to learn academic English
4. to develop strategies for learning how to learn

The goal of the teacher is to devote particular attention to communication strategies and scaffold childrens learning throughout. Using SDAIE as an approach to teaching ELLs involves the careful planning of content, language, and learning strategy objectives and the selecting, modifying, and organizing of materials and text that support those objectives. As the teacher plans out the content objective, each content objective has specific language demands. Language objectives are devised to consider the various tasks that language users must be able to perform in the different content areas. The Language Objective addresses not only vocabulary but also the language functions and discourse of the discipline. Implementation of the SDAIE model will meet the needs of our ELLs ensuring that language development is embedded to everyday learning.

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

To ensure that ELLs are appropriately evaluated in their native language throughout the year we will administer the same assessments in their native language and in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we will use the Student Oral Language Observation Matrix (SOLOM) to measure the speaking and listening components and Fountas & Pinnell Assessment to measure comprehension. The ESL teacher will monitor class participation in congruency with the classroom teachers, writing samples will be evaluated throughout the year, as well as anecdotal logs kept by ESL and classroom teachers.
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. Currently, we do not have any SIFE students. However, an instructional plan for future SIFE students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to proficiency level, AIS services, and extra support.

B. Newcoming students are serviced in small groups with children from mixed level groups until they have acquired basic inter-

communication skills (BICS). Using the SOLOM measuring tool, newcomers are frequently informally assessed in their speaking and listening skill in order to begin instruction to improve their cognitive academic language proficiency (CALP).

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?

We currently have ELL-SWDs in Self-Contained (12:1) and Integrated Collaborative Teaching (ICT) classrooms. All students are serviced by an ESL teacher using the push-in and pull-out approach. Universal Design for Learning (UDL) principals will serve as a guide to provide access to academic content areas and accelerate English Language Development. This method will give each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression, and engagement.

The following principles should support English language Development for ELL-SWDS:

1. inclusiveness- a classroom climate that communicates respect
2. physical space- equipment, resources and materials provide access for participation, a little physical effort in obtaining
3. delivery methods- content is delivered and presented in multiple modes
4. information access- use of captions, videos, accessible electronic formats and printed work
5. interaction- accessible to everyone, use of multiple ways for students to participate
6. feedback- effective prompting during activity and constructive comments for all studentwork completed
7. demonstration of knowledge- provisions for multiple ways to demonstrate studentwork: group work, portfolios, demonstrations, and presentations. :

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?

ELL-SWDs participate in mixed grouping with students in the general education population to engage in communication with peers in their grade. Scheduling is designed strategically to offer opportunities for students in the 12:1 and ICT classroom setting to participate in instruction with peers in their same grade in the general education classroom with collaboration between the ESL teacher.

Courses Taught in Languages Other than English ⓘ

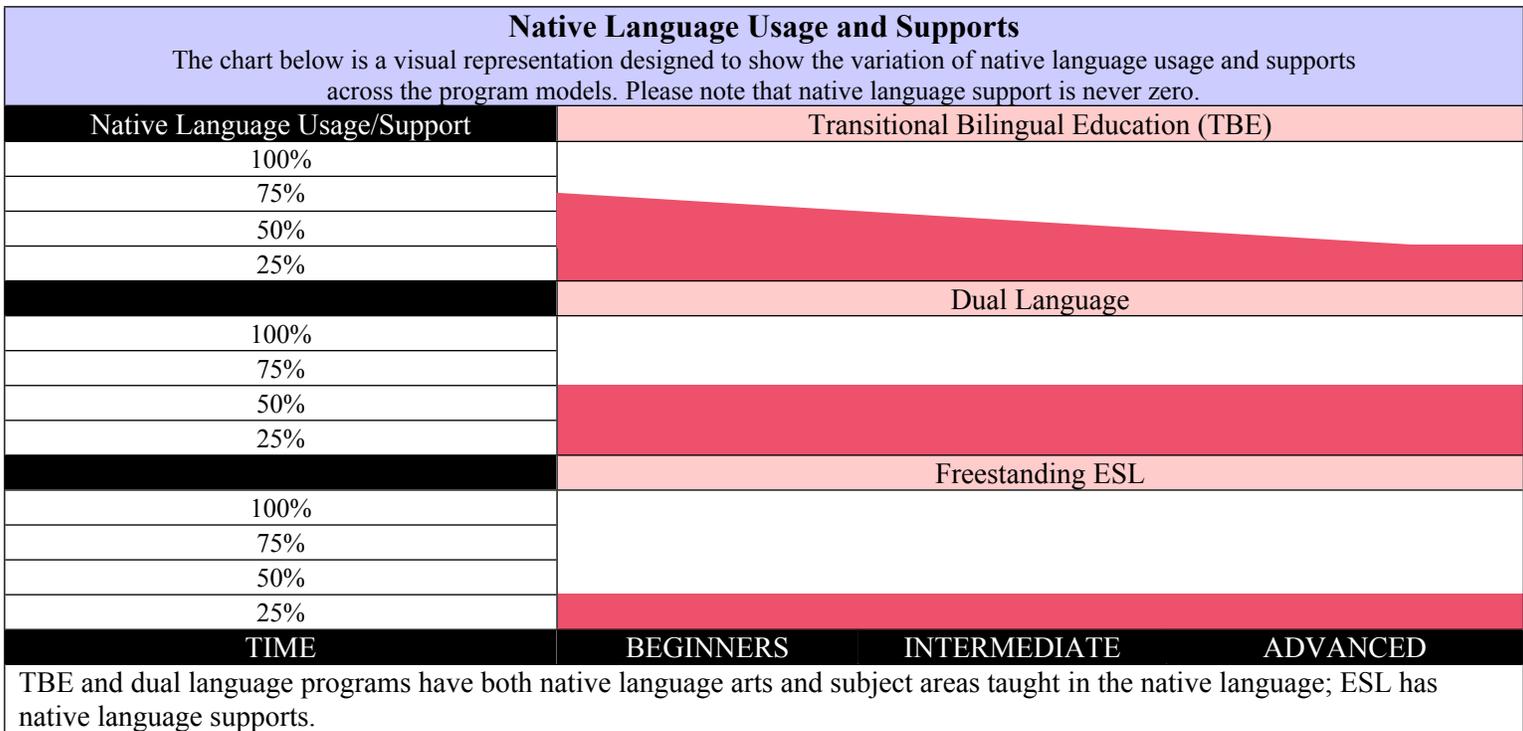
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

	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
FOR TBE /DL PROGRAMS: 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>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: 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 ESL students are offered targeted intervention in the areas of math and literacy in English during extended day on Monday and Tuesdays. Support is offered in English.
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 ESL teacher will continuously collaborate with the classroom teachers to ensure that content objectives and language objectives are aligned to the Common Core Learning Standards and supporting language development.
11. What new programs or improvements will be considered for the upcoming school year?
Additional resources and technology devices will be considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
There are no programs that will be discontinued for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded the equal opportunity to all school programs. We currently have designed an extended day program tailored to support our ELLs 2 days a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We use an inquiry based approach for instruction and learning, GO Math for mathematics, ReadyGen for Literacy, Full Option Science System for Science and the NYCDOE Social Studies Scope and Sequence for our curriculum. The ESL teacher collaborates with the classroom teacher and ensures that the SDAIE approach is embedded to provide scaffolds for ELLs
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
For freestanding ESL, the native language is supported using cognates as a form for vocabulary development, visuals for picture clues, repetition, establish a culture for learning by acknowledge and respecting the culture of our ELLs. Books and videos in native languages are also available for support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ESL teacher will heterogeneously mix groups in an age and level-appropriate manner. For example, ELLs are grouped with other students from different grades to support language development.
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.
We ensure that newly enrolled ELL students and their families are prepared for the school year upon registration. A 1:1 interview is conducted during the registration process and families receive information about our school. Such as beginning and ending times, school supply list, contact information, a tour of the school is provided and a meet and greet between administration and families. Parents are informed of appropriate and scheduled times to meet with and/or speak to their child/childrens teacher(s)
18. What language electives are offered to ELLs?
Currently, there are no language electives offered at our school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

There is no dual language program in the school at this time.

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. The professional development plan for ELL personnel at our school will be provided by both our Childrens First Network 401 staff and PS 174 administration. Professional Development will be held at:
 - faculty conferences
 - grade planning meetings
 - professional development days
 - designed CFN 401 locations/in school PDs (example: New ESL Training - Cohort I)
 2. The professional development for all pedagogues of ELLs will provide training during faculty conferences, grade planning meetings and professional development days. The ESL teacher and classroom teacher will collaborate to ensure that curriculum and daily plans are aligned to the Common Core Learning Standards.
 3. All staff is provided with ELL training during faculty conferences, grade planning meetings and professional development days. Training will also be provided by the CFN.

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?
 1. We currently have a family volunteer program and encourage all ELL families to participate. We currently have parent workshop schedule for ELL families and we encourage and outreach to all families to participate. Families are encourage to take part in their childs learning. All school messaging and letters are translated for communication.
 2. We currently partner with Partnership with Children and they provide ongoing parent workshops for all parents including ELL parents.
 3. Currently, upon registration all ELL families that register their child have a meet and greet with administration to support the transition and welcoming to our school. We will also provide survies to families twice a year once in the mid-year and another at the end of the year to gain insight to potential workshops they would like to have throughout the course of the year and how we can better serve our community.
 4. Based on meet and greets with families, many families are interested on learning how they can learn ways to support their child at home with their academics.

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: The Dumont School

School DBN: 19K174

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Nicole Cafaro	ESL Teacher		10/28/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	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: 19K174 School Name: The Dumont School

Cluster: 6 Network: 613

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

Part A: Needs Assessment Findings

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

The home language survey, data retrieved from ATS, emergency cards and face to face daily communication with families are used to assess our 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

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

The data reveals that the majority of parents who request these services are Spanish speakers. There are also parents of other language groups such as, Bengali, and Haitian Creole who request these services. Those who are responsible for distributing correspondences are reminded to prepare translated materials in the languages requested. We have several staff members in our school building who fluently speak, read and write in Spanish, Bengali, Haitian Creole and French.

Part B: Strategies and Activities

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

The Dumont School employs the use of both the DOE's Translation and Interpretation Unit and in-house translators for written translations. We have several staff members who translate documents in Spanish. For those parents who speak Bengali, Haitian Creole and French we will use the online translation services and the services provided by the DOE to meet the translation needs of the parents.

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.

For oral interpretation, we will utilize both the DOE's Translation and Interpretation Unit and in-house interpreters to assist parents. For events such as parent- teacher conferences, parent orientations, IEP meetings, and workshops, in- house staff are used to orally interpret for Spanish, Haitian-Creole and French speaking parents. For the parents who speak other languages we will requests interpreters from the DOE's Translation and Interpretation Unit.

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>.

We will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services through the use of in-house translation and interpretation services. We will also use services provided by the DOE's Translation and Interpretation Unit. Correspondences such as parent notifications and flyers will be sent out in as many languages for which translation is available.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS174	DBN: 19K174
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>0</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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: (* Please describe the Supplemental T3 program. T3 funds are for supplemental Before School, After school and or Saturday Progrms. At least 65% of the allocated funds are for direct supplemental instructional programs. only 35% of the funds can be used for materials and services.)

The language instruction education program at PS/MS 174 funded under Title III, is designed to help LEP students attain English proficiency while meeting state academic and common core standards. The program is designed in context with the school's Free Standing ESL Program. This Title III program for ELLs provides an emphasis on preparing for the ELA and the NYSESLAT and on literacy skills.

In an effort to move our students forward, with regards to meeting state academic achievement standards, we are seeking to engage our students academically, through programs that focus on strengthening their application and use of the necessary skills and strategies needed. All of our ELLs in grades 3-5 will participate in a supplemental school program beginning mid December and ending mid June, with the focus on preparing for the NYS tests, specifically the ELA and the NYSESLAT, and the continuum of literacy skills (vocabulary, fluency, comprehension, phonics and phonemic awareness). Supplementary services will be delivered by the certified ESL teacher for the duration of the project. The program is available in both English and the student's native language to ensure active student participation and comprehension.

Teacher will deliver supplemental services to targeted groups of ELLs in grades 3-5 during a 3-hour Saturday enrichment program. The students will be grouped according to information based on most recent data, (NYSESLAT, ELA, DIBELS, Fountas & Pinnell, mClass). All students will be administered a pre-assessment instrument (New York Coach) to identify academic strengths and gaps. The instructional program will be guided by the use of Imagine Learning, an interactive technology based program.

Students in grades 6-8 will continue to be served in the school's College Now program. Through an integrated interdisciplinary approach, students will demonstrate mastery of the foundation skills and competencies essential for college and career readiness.

PS 174's Title III planning committee has selected:

Imagine Learning English, which provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. The Imagine Learning English curriculum is founded on scientifically based research and state standards. Each activity was developed to incorporate practices proven to be effective. Instructional designers at Imagine Learning, all former teachers, relied on their classroom experience and sought the advice of experts in the field.

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:

Imagine Learning English will provide 2 Professional Development sessions to the staff at PS174. Additionally, the staff at PS 174 are consistently participating in professional development opportunities aimed at improving differentiated and multiple entry points for our ELL students. Teaching and learning emphasizes language development strategies while simultaneously preparing students to meet state learning standards. The ESL teacher has and will continue to offer ESL related PD opportunities to Title III staff in order to ensure the success of our program. The following is the tentative calendar of topics to be addressed: Understanding the Language Policy; Differentiating the Curriculum to Benefit ELLs; The Importance of Explicit Vocabulary Instruction; Reading and Literature Instruction for English Language Learners; and English Learners and the Writing Process.

(*Please list dates, titles and presenters of workshops.)

Part D: Parental Engagement Activities

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

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

Begin description here:

The Title III staff will work closely with the Parent Coordinator, Administrative Team, and the PA Executive Board to coordinate a diverse series of engaging and pertinent parent involvement activities. Activities include forums to showcase students' best works and projects. P.S. 174 ELL parents are included in all schoolwide initiatives. Parents of ELLs are invited to all of the following events either by written or oral communication in their native language. For Spanish speaking parents, translation services are available at these events in the form of Spanish speaking Parent Coordinator, Zahira Torres. Parents who are interested in attending these events, but who speak a language other than English or Spanish are provided with the services of the Translation and Interpretation Unit upon a timely request.

To increase the level of communication between the home and school, we will utilize an on-line reporting system(Engrade PRO) to ensure that parents are continuously and regularly informed of their

Part D: Parental Engagement Activities

child's academic progress.

These events include:

- Resiliency Team meetings
- Math Parent Workshops
- Annual Career Day
- Mother/Son and Father/Daughter dinners
- Success Barbeque
- Parent Fitness Sessions
- Workshops on Accessing Department of Education Accountability Tools (ARIS, Acuity etc.)

(*Please list dates, titles and presenters of all Parent workshops offered.)

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	4000	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	1200	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	4000	

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	2000	
Travel		
Other		
TOTAL	\$11,200	