



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ST. CLAIR MCKELWAY SCHOOL

DBN (i.e. 01M001): 23K178

Principal: DR. JOSEPH HENRY

Principal Email: JHENRY1@SCHOOLS.NYC.GOV

Superintendent: Mauriciere de Govia

Network Leader: LUCIUS YOUNG

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
Joseph Henry	*Principal or Designee	
Yvette Collins	*UFT Chapter Leader or Designee	
Rose Brown	*PA/PTA President or Designated Co-President	
Brenda Epps	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Monica Sylvester	Member/ Grades 3-5 / SLT Chairperson	
Ophelia Nelson	Member/ Grades Pre-K - 2	
Diane Dowding	Member/ PAC President	
Charles Dawson	Member/ Parent	
Beverly Bradley	Member/ Grades 6 - 8	
Delores Cocco	Member/ ESL/Support Services	
Elizabeth Cruz	Member/ Parent	
Nicole Jean	Member/ Parent	
Nicole Seymore	Member/ Parent	
Keshia Francis	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
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 23K178

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	459	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	20	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		74.3%	% Attendance Rate		89.6%
% Free Lunch		85.6%	% Reduced Lunch		3.4%
% Limited English Proficient		6.9%	% Students with Disabilities		15.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.9%	% Black or African American		78.2%
% Hispanic or Latino		18.4%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White		2.1%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		5.17	# of Assistant Principals		1
# of Deans		N/A	# of Counselors/Social Workers		1
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		6.4%
% Teaching with Fewer Than 3 Years of Experience		2.7%	Average Teacher Absences		1.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		17.8%	Mathematics Performance at levels 3 & 4		8.6%
Science Performance at levels 3 & 4 (4th Grade)		86.0%	Science Performance at levels 3 & 4 (8th Grade)		43.1%
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	Yes
Hispanic or Latino		Yes	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	Yes
Hispanic or Latino		Yes	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	Yes
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		Yes		

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

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

Tenet 2.5 Use of data and teacher mid-management effectiveness:

- During the 2012-2013 school year the Administrative team used the Danielson Framework rubric to conduct monthly short cycles of classroom observation and to provide feedback for all teachers that articulated clear expectations for teacher instructional practice in three identified competencies.
- PD was given to teachers on the Danielson Framework Rubric. The impact of professional development on changes in teacher instructional practices in identified competencies were observed and documented in formal and short cycles of classroom observations.

Tenet 3.3 Units and lesson plans:

- During the 2012- 2013 students experienced eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science to meet the citywide expectations (CIE) that included at least 2 tasks aligned to the Common Core Learning Standards (CCLS). A review of Student work and hall bulletin boards showed evidence of student engagement in at least two tasks in the four core academic areas (Math ELA, Social Studies, Science). The Principal and Assistant Principals reviewed teacher lesson plans to ensure that lessons engage students in the required CIE tasks aligned with strategically selected CCLS. Progress shown by teachers in the delivery of instruction was evaluated using short cycle and formal observation.
- During the 2012-2013 school year teachers were given professional development PD including in study groups, workshops, outside vendor facilitated PD, in-house lead teachers, and CFN 611 workshops on CIE, CCLS, and school-wide goals. Some of the topics of study are: Common Core Learning Standards; Citywide Instructional Expectations; Questioning Strategies and Techniques; Analyzing Student Work To Inform Instruction; Team Building; How To Use Data; Writing Across the Curriculum; Project based learning; PD 360 Professional Development Video Library (software program); Learning Framework 360 Instructional Strategies and Techniques (software program).
- Teachers and Administrators engaged in inquiry and collaborative planning conducted study sessions and grade level meetings to review student work against CCLS to identify gaps in instruction and adjust teaching practices and instructional planning, to assess student needs, and to identify ways to increase instructional rigor.

Tenet 4.3 Comprehensive plans for teaching:

- During the 2012-2013 school year at least 50% of all teachers increased their use of technology to provide students with multiple access points and ways of demonstrating understanding. Students were engaged in rigorous learning as evident by short cycle and formal observations, student research projects, lesson plans that incorporate technology, and reports generated by various software programs i.e. PD 360, BoardWorks, Plato, Math Solutions, ARIS, Acuity, Jupiter Grades, etc.
- Title I Priority/Focus funding was used to purchase the following software programs which were used to facilitate school improvement, teacher effectiveness, and student achievement and improved learning outcomes:
 - Math Solutions
 - Read and Succeed Program
 - BoardWorks
 - Plato
 - PD 360; Learning Frameworks: Observation 360

Tenet 5.3 Vision for social and emotional developmental health:

- During the 2012-2013 school year activities were implemented to articulate and promote a safe and healthy learning environment for students and staff:
 - Monthly school assemblies were held by grade and/or school wide facilitated by Guidance, outside vendors, and the Dean to address such topics as Bullying, Conflict Resolution, Human Rights, Respect for All, and the Chancellor's Discipline Code.

- Signs were posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All, and the Chancellor's Discipline Code.
- In collaborate with the Sports and Arts Foundation (CBO) clubs and activities were created that gave students the opportunity to participate in the performing arts, career readiness activities, development of positive social skills, activities that promote team work, and that promote making wise choices.
- To provide support and supervision for the Guidance Department, Dean, and Parent Coordinator an F-Status Assistant Principal was hired to:
 - Identify referral organizations and contacts for social services and mental health that the school can partner with to refer students, parents, and families.
 - Assist the Parent Coordinator in indentifying and setting-up parent workshops on ARIS, curriculum/graduation requirements, parenting skills, etc.
 - Assist the Dean department in administering the discipline code, peer mediation and conflict resolution.
- To plan and implement a comprehensive health program to ensure that all students meet the State Standards in Health Education a health course was added to the curriculum.

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

2012-2013 CFN 408 Developmental Quality Review Report, Page 7:

The school developed in the following areas as per the 2012-2013 DQR:

2012-2013 Citywide Expectations, page 1:

Students experience Common Core-aligned instruction across subjects:

- a. In grades PK-5, students experienced four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies, and/or science.
- b. In grades 6-12, students experienced eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.

In Math

Required fluency, application, and conceptual understanding

In ELA, Social Studies, and Science

Required students to ground reading, writing, and discussion in evidence from text

2012-2013 CFN 611 Developing Quality Review, page 6:

We expanded the system for evaluating and adjusting assessment practices to ensure coherence school wide between policies and practice. (5.2). All teachers are using an interactive online reporting system to share performance data with students and families to benefit all students.

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

2011-2012 Student Learning Environment Survey responses showed an overall increase in how safe students felt in the school as per the following 2012-2013 School Environment Survey data:

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

- I am safe in the hallways, bathrooms, and locker rooms at my school. Survey results:
- Very Satisfied/Strongly Agree increased from 20% in 2011 to 23% in 2012
 - Satisfied/Agree – decreased from 80% in 2011 to 60% in 2012
 - Unsatisfied/Disagree increased from 0% in 2011 to 11% in 2012
 - Very Unsatisfied/Strongly Disagree increased from 0% to 5%

Page 10: Safety and Respect: Do students feel that the school ensures that all members of the school community feel physically and emotionally secure allowing everyone to focus on student learning. To address the concerns in this area the Guidance Counselor, Dean , Teachers and administration have increased student assemblies, classroom discussions and the Respect For All initiative.

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

Page 11: Safety and respect:

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

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

Even though we emphasized the creation of curriculum maps and units of studies, we fell short on being consistent in addressing the needs of some of subgroups and key curriculum standards through all subject areas. This lack of curricular focus on key standards and lack of vertical alignment prevents students from acquiring the foundational knowledge and skills necessary to master grade level standards.

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

See SCEP Overview. We feel that we made great strides in addressing most areas of the 2012-2013 SCEP goals. We will continue to implement measures and develop initiatives to successfully meet all of our goals.

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.

The accomplishment of many of these goals were not limited to the 2012-2013 school year. The timeline to reach many of these goals are the end of this school year, June 2014.

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.

The 2013-2014 school year will be a very challenging year with the introduction and implementation of the Advance system, the new evaluation tool for teachers. In addition, it is also the first year of the full implementation of the Common-Core aligned curricula.

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

ELA:
Fluency, vocabulary, Interpretation of Literacy and informational text .
Math – Number of Operation i.e. fractions, and Problem Solving for multi-step problems, geometry skills

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

At PS178, there are many opportunities for dialogue between the principal, the instructional support team and the other members of the school community. As mentioned previously, teacher teams serve as liaisons between the other teachers and the administrative team. In addition, there exists at the school an atmosphere of camaraderie whereby any member of the school community can talk and share ideas with the principal.

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

I If we focus our efforts on our Core Principles: teachers' knowledge and skills, student engagement in their learning, and standards-aligned, rigorous content; and **if** collaborative, job-embedded, focused professional learning is a priority; and **if** we continuously improve practice through cycles of low-inference observation and reflections,

Then we will become a cohesive school that builds leadership and accountability at all levels, reaching our mission to ensure that all students have an ultimate foundation for college and career readiness, and are challenged to reach their full potential. **If** we focus our efforts on our Core Principles: teachers' knowledge and skills, student engagement in their learning, and standards-aligned, rigorous content; and **if** collaborative, job-embedded, focused professional learning is a priority; and **if** we continuously improve practice through cycles of low-inference observation and reflections,

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

Teacher teams meet every Thursday and grade level teams meet weekly during common preps.. Teams examine curricula, student work, periodic assessments, lesson plans, units of study and academic tasks. Based on analysis teachers collaborate and identify strategies.

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

Professional development at the school level for teachers, and the Extended Day Program are some of the initiatives that exist at the school to meet the needs of both adults and students.

We are working on a multi-year PD plan that will result in improved teacher performance and quality of instruction in every classroom. The goal is to ultimately improve the quality of work produced by our students in every classroom and at every grade.

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

- We are working on creating coherence between the instruction at the classroom level to the teachers' capacity and link these actions to the improvement efforts.
- We have reached out to the our network for guidance and help in achieving the goals on the SCEP.

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).

School leaders conduct short cycle observations and provide feedback using a checklist that incorporates some elements of the Danielson Framework for Teaching. A spreadsheet is used to capture the frequency of observations with dates and the name of the supervisor who conducted the observation. However the frequency of observations varies considerably from teacher to teacher as a result efforts to enhance teacher practice through ongoing monitoring and consistent feedback are diminished. Feedback provided to teachers is often general and limited asking them to address the items where they received a score of under developed or developing. As a result expectations for teacher practice are not clearly conveyed, minimizing the pedagogical value of short observations as a tool to enhance teacher practice.(4.1) (D rating)

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	2	HEDI Rating:	D
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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.

x	2.2 School leader's vision		2.3 Systems and structures for school development
	2.4 School leader's use of resources	X	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 the Administrative team will use the Danielson Framework for Teaching rubric to conduct frequent short cycle classroom observations for all teachers that provide teacher feedback that support teachers with actionable and specific feedback that is aligned to the school's instructional focus and individual teacher development in order to improve teacher practice.

Instructional Strategies/Activities

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

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

Strategy – All teachers will be observed using the Danielson Framework for Teaching rubric to provide teachers with specific feedback.

- 1. Activity** – A minimum of 6 classroom observations per teacher to observe instructional practices across competencies i.e. 22 competencies of the Danielson rubric. Observations will be used to identify trends, and needs of teachers to drive professional development and strengthen pedagogy. (SOP 2.5)
- 2. Activity** – Administration will develop an observation schedule for all teachers that is reflective of ongoing monitoring and consistent feedback. Schedule will be flexible and responsive to meet teacher needs. (SOP 2.5)
- 3. Activity** – Administration will revise method of providing teachers with feedback so that the method articulates clear expectations and addresses all areas of development to enhance teacher instructional practice. Feedback will be aligned with the Danielson rubric and include next steps. (SOP 2.5)
- 4. Activity** – Teachers will continue to receive professional development on the Danielson Framework for Teaching Rubric; in addition PD 360 Professional Development Video Library (software program) training; Learning Framework 360 Instructional Strategies And Techniques (software program) training will be used to supplement Danielson PD training. Common Preps and Thursday teacher team meetings will be used to provide Danielson training (SOP 2.5)

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

1. Principal, Assistant Principal
2. Principal and Assistant Principal
3. Principal and Assistant Principal
4. Teachers,

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

1. By June 2014, 6 short cycle and 1 formal observation will be completed by administration for each teacher. Observed and documented changes in teacher instructional practices in identified competencies will be noted on formal and short cycle classroom observations.
2. By November 2013 a new Teacher Observation Schedule will be generated that is consistent from teacher to teacher and shows ongoing monitoring.
3. Teacher feedback documentation generated by administration will articulate clear expectations and address all areas of instruction.
4. Professional development agendas and sign-in sheets will be documented for Danielson Framework for Teaching training.

4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. October 2013 – June 2014 timeframe all teachers will be observed both formally (1) and informally (6) and participate in mid-year and end-of year self-reflections and assessment. 2. November 2013 3. November 2013 – December 2013 4. September 2013 – November 2013: Danielson Framework for Teaching Rubric December 2013 - Danielson Competencies; December 2013 - Short Cycle Observations December 2013 – January 2014 - Learning Framework 360 – Discussion and Questioning Technique - Common Core Learning Standards
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. MOSL observation system will be used to document informal and formal observations. 2. Administration creates an annual calendar, however it is updated on a monthly basis depending on next steps identified during post observation conferences. 3. Danielson Framework for Teaching rubric will be used to conduct observations and provide teachers with feed that articulates clear expectations. 4. A.U.S.S.I.E. Consultant, PD 360 Consultant, CFN 611 Achievement Coach, Principal's Tool Kit, Coach

Budget and Resource Alignment

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

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).				
Establish coherence across grades with expectations and planning practices that promote higher order thinking and supports student achievement for all learners, especially English language learners and students with disabilities. ((1.1) (D rating)				
Review Type:	Developing Quality Review	Year:	2012-2013	Page Number: 5
		HEDI Rating:	I	

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.			
X	3.2 Enact curriculum		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 modify 50% of the ELA and Math curricula and associated academic tasks so that they are aligned to CCLS and provide multiple entry points for sub-groups of students, including English language learners and students with disabilities.	

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. **Activity** – Modify ELA and Math curricula units and academic tasks so that they provide multiple entry points for ELLs and SWDs.
2. **Activity** - Tiered lesson plans will be developed across all grades that include supports to scaffold student understanding for targeted students based on analysis of data.(SOP 3.3)
3. **Activity** – Continue to provide opportunities for teachers to collaboratively plan units of study, lessons, instructional strategies and assessments. . (SOP 3.4)
4. **Activity** - Continue to improve questioning and discussion techniques employed by teacher pedagogy throughout all classrooms so that students are engaged in higher order thinking.
5. **Activity** - Continue to provide teachers with a minimum of two periods per week to meet with their grade team and after-school teacher team meetings on Thursdays In the afternoon. Teachers use this time to plan curriculum with grade partners. (SOP3.4)

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

6. Teacher Teams, Coach, AUSSIE Consultant, Principal, Assistant Principal
7. Teachers Teams, Coach, AUSSIE Consultant
8. Teachers Teams, Coach
9. Teacher Teams, AUSSIE Consultant, Coach
10. Principal, Assistant Principal

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

1. Teacher roll-out of the revised/new units of study and academic tasks that provide multiple entry points for sub-groups of students including ELLs and SWDs.
2. Instructional Support Team and Teacher Team review of lesson plans across all grades to ensure that they are tiered and include supports to scaffold student understanding for targeted students based on analysis of data.
3. Scheduling of grade team meetings, instructional support team meetings, and teacher team meetings for collaborative planning of units of study, lessons, instructional strategies and assessments as evident by sign-in sheets, agendas, and meeting minutes. The roll-out of revised/new units of study, lessons, instructional strategies and assessments will be the end-product.
4. Administrative review of discussion and questioning techniques as evident by formal and informal observations and teacher feedback.
The prep schedule will identify grade team meetings. Teacher teams meet every Thursday afternoon. Agendas and revised/new curriculum maps will be the end product.
5. Impact teacher team meetings has on the re-creation or revision of lesson plans, curricula, unit plans, strategies, assessments, etc.

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

1. November 2013 – June 2014
2. November 2013 – January 2014
3. October 2013
4. October 2013 – June 2014
5. October 2013 – January 2014

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

1. Scheduling of Teacher Team meetings, Instructional Support team meetings, Grade Team meetings, Coach meetings, and Aussie Consultant meetings on a weekly and/or monthly basis.
2. Teacher Team meetings, Instructional Support team meetings, Grade Team meetings, Coach meetings, Aussie Consultant meetings on a weekly and/or monthly basis. Per Session After-school Teacher Team meeting activity using Job #
3. Teacher Team meetings, Instructional Support team meetings, Grade Team meetings, Coach meetings, Aussie Consultant meetings on a weekly and/or monthly basis. Per Session After-school Teacher Team meeting activity.
4. Teacher Team meetings, Instructional Support team meetings, Grade Team meetings, Coach meetings, Aussie Consultant meetings on a weekly and/or monthly basis. Per Session After-school Teacher Team meeting activity.
5. Teacher Team meetings, Instructional Support team meetings, Grade Team meetings, Coach meetings, Aussie Consultant meetings on a weekly and/or monthly basis. Per Session After-school Teacher Team meeting activity

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		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	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	X	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 teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products? (1.2) (Rating D)							
Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	D

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.			
x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
x	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, provide all teachers with professional development that strengthens instructional practices so that all teachers consistently incorporate high level questions and multiple entry points to engage students in group discussions and to extend student thinking	

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. Activity - Professional Development with A.U.S.S.I.E Consultants: The A.U.S.S.I.E. consultants will continue to partner with PS178 staff to develop plans, teaching strategies and techniques, and curricula that improve student learning outcomes. These initiatives include but are not limited to the following: <ul style="list-style-type: none"> - To develop curricula using the Universal Design for Learning process. - Develop a series of teaching points that build from concrete to abstract that address the writing process and content demands as defined by the Common Core Learning Standards (CCLS). - Use CCLS-aligned, grade-specific rubrics (with common categories and point system) as both an instructional and assessment tool - Facilitate student conversations through a range of discussion and questioning techniques that scaffold towards analysis and critique, which is ultimately reflected in their writing. 	
2. Activity – Teacher teams will be established and meet every Thursday to identify best practices, create lesson plans that incorporate higher order thinking, questioning, and discussion strategies/techniques. Teacher teams will collaboratively develop curriculum using input from teachers at each grade level and the Aussie Consultant: <ul style="list-style-type: none"> - Plan lessons and units of study that integrate Math and literacy - Deepen teacher understanding of the common core educational shifts and the changes in content focus in Math and ELA - Familiarize teachers with a common rubric for Math and ELA that they can interpret together. - Administer and correct the completion of common core tasks for Math, ELA, Social Studies, and Science by students at each grade level. 	

3. **Activity** - Teachers and Administrators will conduct ongoing review of student work during study sessions, teacher team meetings, and grade level meetings to review student work:
 - Against CCLS to identify gaps in instruction
 - Compare student progress using teacher-made unit tests, periodic assessments, ACUITY, etc.
 - To make adjustments to units of study, lessons, and teaching practices based on gaps in learning in relation to standards, individual student growth, and personal behaviors.
 - Review the percentage of students who moved on the rubric from initial assessment to end of unit assessment.
 - To assess student needs
 - To provide feedback to students so that they can reflect on their work to identify areas for growth and actively participate in their own development
4. **Activity** - Teachers will provide academic intervention services to address the literacy and mathematic deficiencies of students in grades 3 -8 performing on level 1 & 2. This is an “Extended Day Program” from 3:30pm – 5:00pm Monday – Wednesday. : “At-risk” students for this program were identified using IEPs, periodic assessments, 2012-2013 NYS ELA and Math scores, and teacher observations

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

1. Principal, Assistant Principal, Teachers, A.U.S.S.I.E. Consultants (Math & ELA)
2. Teachers
3. Teachers and Administration
4. Teachers and Administration

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

- 1 Teachers’ development of curricula aligned to the Common Core Standards and applicable content standards.
 - Teacher use of CCLS-aligned, grade-specific rubrics to assess student work in the area of CCLS shifts in information writing and opinion writing.
 - Teacher roll-out of the units of study will incorporate discussion and questioning techniques that scaffold towards analysis and critique.
 - Administrative documented informal and formal observations
 - Teacher team and grade level team meetings and agenda’s
- 2 Progress, impact, and effectiveness will be measured based on:
 - Teachers’ development of curricula and units of study that support the Common Core Standards and applicable content standards.
 - Teacher use of CCLS-aligned, grade-specific rubrics to assess student work in the area of CCLS educational shifts and the changes in content
 - Teacher roll-out of the units of study.
 - Administrative tracking of teacher progress and continuous improvement through the use of targeted frequent short cycle and formal observations using the Danielson Framework For Teaching.
 - Student progress based on data from teacher-made tests, periodic assessments, performance-based assessments (from the “bundles”)
3. Progress, effectiveness, and the impact of the review of student work will be evident in the changes in lessons, teacher effectiveness, and the ability of teachers to decrease the achievement gap in relation to standards, individual student growth, and personal behaviors.
4. Student progress on periodic assessments, teacher made tests, and the 2013-2014 NYS ELA and Math test will be used to evaluate the impact of the Extended Day Program on student outcomes.

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

1. October 2013 – June 2014
2. October 2013 – June 2014
3. October 2013 – June 2014
4. December 2013 – May 2014

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

1. A.U.S.S.I.E. consultants will have scheduled meeting and teacher coaching sessions every month;
2. Teacher Team meetings will be every Thursday

3. Grade level meetings will be once per week
4. Extended Day Program will be every Monday and Tuesday from 3:37pm – 5:00pm

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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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.

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

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).

As a result of the 2012-2013 school initiatives, student activities, and an additional school safety agent, students feel safer and equipped to handle conflicts within the school learning environment therefore lowering the suspension rate of students by 50% and maximizing time within the classroom. (1.4), (H rating))

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	H
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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.

x	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
X	5.4 Safety	x	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 June 2014 we will reduce suspensions by 5% by continuing to develop the school-wide Positive Behavior Intervention program to articulates and promote a safe and healthy learning environment in which students feel safe and treat teachers and each other with respect.

Instructional Strategies/Activities

Describe the research-based 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. Activity - The Guidance Department in collaboration with the Dean will continue to develop the following activities:

- The Guidance Counselor will selected Middle School (MS) students to participate in a school organization called "Bully Crime Stoppers". Once a week MS students will meet with students in grades 1-8 for peer mediation and conflict resolution.
- Every other month a school assembly by grade and/or school wide facilitated by Guidance and outside vendors will be scheduled to address such topics as Bullying, Conflict Resolution, Human Rights, Respect for All, Chancellor's Discipline Code and A Clean Environment.
- Signs will be posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Respect for All, Chancellor's Discipline Code, and A Clean Environment.
- A student "Complaint Box" will be placed in the Guidance Office in which students can anonymously lodge maintenance complaints about cleanliness of hallways, stairwells, bathrooms, water fountains, etc.
- The Guidance Counselor will collaborate with the School Safety Team to identify safety issues and find solutions

2. Activity - Student Incentive Program to promote a "do the right thing" environment in which students comply with rules and regulations and promote a safe school environment the following programs have been established:

- An assembly program in which students receive citizenship certificates, perfect attendance awards, most improved student award and prizes for “doing the right thing”. Awards are presented to students during the Guidance Department assemblies.
- To provide students with another means of self expression and to facilitate the performing arts a music consultant has been hired to implement a school instrumental band program. The music program is extended to all students. Students develop a knowledge and appreciation for music. They are taught musical fundamentals including note and rest values, fundamental rhythms, pitch names, and they learn melodies and counter melodies.
- For Special Needs students and the 8th grade class, two end of the year trips have been planned to reward those students that have contributed to making the school environment clean and safe.

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

6. Guidance Counselor and Dean
7. Students, Educational Music Consultant, Guidance Counselor

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

1. The effectiveness of the activities and initiatives will be measured by the number of incidents reported in the OORS systems, suspensions, the classroom environment and the student responses on the 2013-2014 School Environment Survey. ,
2. An interim student survey will be administered in February 2014 to gauge effectiveness and to get student input.

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

1. October 2013 – June 2014
2. October 2013 – June 2014

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

1. Scheduled weekly meetings for “Bully Crime Stoppers” .
2. Schedule monthly student assemblies facilitated by in-house presenters and outside vendors.

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE	x	PF College & Career Readiness	x	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		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).

The school regularly informs parents of their child’s progress and provides them and their children with on-line and in-school resources to support them in understanding and in helping their child achieve at high levels. Communication with parents occurs via email, phone calls, an on-line grading system, and through parent teacher conferences. Parents report that the on-line grading system, which students are regularly required to log into, makes students accountable for their learning and greatly aids parents and students in understanding their progress

Review Type:	Quality Review	Year:	2011-2012	Page Number:	4	HEDI Rating:	E
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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.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	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 August, 2014 parents will be provide with two on-line and two in-school resources to assist parents with helping their child to meet grade level requirements and college readiness requirements

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. **Activity** - To provide parents with information regarding graduation requirements the administration, teachers, guidance, and the parent coordinator will continue to implement the following measures:

Parent Coordinator/Guidance Department facilitated workshops on DOE grade level requirements, career and college readiness, tutoring resources, ARIS Middle school orientation meeting with parents and students facilitated by the Guidance Department, teachers, and administration
Teacher maintained eCHALK software program which provides parents and students check current grades and homework online anytime; reports and text messages are sent to students and/or parents; automatic alerts for parents whenever a student is absent, missing assignments, or has low grades.
8th Grade Parent Meeting (at the beginning of each term) facilitated by the Guidance Department
Grade and individual parent meetings with guidance teachers, and administration on an as need basis
Communication with parents by Guidance and teachers during Parent Teacher Conferences.
Monthly Progress Reports

2. **Activity** - The guidance department will work in collaboration with the attendance department, the content area teachers, and the parents to identify and provide early intervention strategies and activities such as:
To address chronic absence and lateness the Family Worker will conduct home visits and work with family members to create a plan of action for targeted students.
Math/ELA remediation and enrichment held during the "Extended Day Program" on Tuesdays and Wednesdays
College Tours
Assemblies for all grades/subjects in which "Student of the Month" and "Most Improved Students" are given certificates and acknowledged publically.

3. **Activity** - In conjunction with the PTA/PAC association, the guidance department, and the teachers, the Parent coordinator will facilitate a series of Parent workshops throughout the year to educate parents about the school, grade level requirements, the curriculum, and issues they face as parents: "Parenting Skills" ; Grade Level ELA and Math Curriculums; NYS Test Requirements; GED Courses; "Behavioral Modification Techniques" ;"Strategies To Help Your Child Succeed"; ARIS and ACUITY data.

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

1. Parent Coordinator, Guidance Counselor, Teachers, Parents
2. Parent Coordinator, Guidance Counselor, Teachers, Parents
3. PTA/Pact, Parent Coordinator

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

1. Parent participation based on Sign-In Sheets and Agenda's from parent workshops; The 2013-2014 School Parent Survey results;
2. Student results on periodic assessments and the 2013-2014 ELA and Math test results.
3. Parent participation based on Sign-In Sheets and Agenda's from parent workshops.

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

1. October 2013 – June 2014
2. October 2013 – June 2014
3. October 2013 – June 2014

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

1. Teacher Per Session to conduct grade level ELA/Math curriculum workshops for parents.
September Parent Orientation meeting facilitated by Parent Coordinator. Monthly Student Progress Reports and November Parent Teacher
2. Extended Day Program, Monday's and Tuesday's from 3:37pm – 5:00pm
 - (4) Student Assemblies throughout the school year.
 - (2) College Tours in the Spring of 2014
3. PTA/PAC will have 4 Parent Workshops i.e.(2) LEAP workshops and (2) EPIC workshops

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	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	<p>SETTS/IEP/Classroom Teacher providers utilize the following program and/or strategy:</p> <ul style="list-style-type: none"> • Wilson Reading • Supplemental ELA activities <p>Speech Teacher :</p> <p>Students receive speech and language to help with articulation and language skills based on IEP.</p>	<ul style="list-style-type: none"> • Small group 8:1 maximum • 1:1 tutorials • RTI 5:1 <ul style="list-style-type: none"> • Small group 8:1 maximum • 1:1 tutorials 	<p>During the school day 37 1/2 minute tutorial session After school program</p> <p>During the school day After school program</p>
Mathematics	<p>SETTS/ IEP/Classroom Teacher providers utilize the following program and/or strategy:</p> <ul style="list-style-type: none"> • Wilson Reading • Supplemental Math activities <p>Speech Teacher :</p> <p>Students receive speech and language to help with articulation and language skills based on IEP.</p>	<ul style="list-style-type: none"> • Small group 8:1 maximum • 1:1 tutorials • RTI 5:1 <ul style="list-style-type: none"> • Small group 8:1 maximum • 1:1 tutorials 	<p>During the school day 37 1/2 minute tutorial session After school program</p> <p>During the school day After school program</p>
Science	<p>Science Cluster Teacher Gives supplemental lessons after school to students identified as students at-risk of failing science based on teacher observation and formal assessments.</p>	Small group 10:1	37 1/2 minute tutorial session After school program

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

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

5. All elements of the *All Title I Schools* section must be completed*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.

Currently, the 23K178 staff is 100% highly qualified. The following strategies and activities are used to recruitment, retain, assign and support Highly Qualified Teachers to ensure that current staff remain highly qualified

- Teacher team meetings, common preps, and study groups that focus on providing teaching, learning, and assessment in the classroom that promotes student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study.
- Weekly grade level meetings focused on common core learning standards, citywide expectations ,best practices, Danielson Framework for Teaching, and data driven instruction
- Administrative frequent short cycle and formal observations ensure that:
 - Academic rigor is evident in curriculum mapping documents, lesson plans, teacher practices, teacher delivery of lessons.
 - Teacher questioning techniques encompass higher order thinking questions and on-going assessment of student learning.
 - Students are engaged and differentiation of instruction is evident based on lesson plans, grouping, assignments, etc.
 - Teachers are using data to drive instruction.
- Administrative feedback to teachers at post-observation conferences.

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).

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

- See attached Literacy and Math 2013-2014 Professional Development Plan

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

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

Through “conceptual Consolidation of funds we are using all of the funding resources available to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. Programs included in our consolidation are:

- Purchase of new common core aligned math programs “Go Math”, “CMP3”, and ELA programs “ReadyGen”, and Code X ensure that teachers have the tools necessary to address the needs of the students and prepare for the next grade and beyond.
 - Purchase of supplemental educational software programs and test prep materials to prepare students to succeed on the NYS ELA and Math tests and be college and career ready. . Provide and Extended Day Program for students to deepen understanding, make-up work, and participate in remediation. Study Island Math and ELA software program, ST Math software program, Coach Mastering the Standards supplemental materials have been purchased,
 - Professional development workshops given by the CFN, in-house Coach, and outside vendors to strengthen teacher instructional practices and strategies.:
 - Danielson Framework for Teaching
 - Common Core Learning Standards
 - A.U.S.S.I.E. Math and ELA Education Consultants
 - City Wide Expectations
 - Teachers and Administrators will conduct in-house study sessions, teacher team meetings, and grade level meetings to review student work against CCLS to identify gaps in instruction and revise curriculum, units of study, and instructional tasks teaching practices and instructional planning, to assess student needs, and to identify strategies/techniques to increase instructional rigor for all students. Weekly/Monthly teacher team meetings.
- :
- Grade Team Meeting – Weekly
 - Teacher Team Meeting - Weekly
 - Vertical Team Meeting - Monthly
 - Staff Meeting - Monthly

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.).

The PS178 transition plan for preschool and kindergarten students provides parents with the resources and skills to support their children through their transition to the early childhood and elementary programs as demonstrated by school policy, and ongoing, meaningful discussions between school staff and families.

To assist families in transitioning from our preschool- kindergarten program in the Annex to the elementary school program we have implemented the following:

Curriculum:

Pre-K through 5th grade use the common core aligned “GO Math” and “ReadyGen” programs for math and ELA. This provides coherency and scaffolding across grades. The vertical team meets weekly to share information, plan curriculum, review student work, and develop lesson plans for all grades.

- In May all teachers meet to exchange student records and information with the next year’s teacher
- Through the “GO Math” and “ReadyGen” programs parents have the opportunity to support and extend their children’s classroom learning and development at home with complimentary learning activities provided by the programs. Teachers also develop complimentary learning activities for families to engage in at home with children.
- Based on assessments early intervention services and RTI is provided with the input of teachers, the guidance counselor, the SETTS teacher, the school psychologist, and the school social worker.

Communication:

Communication with preschool and kindergarten families is provided using multiple methods of communication between

parents and the pre-k program throughout the school year. When necessary notices and written language is communicated in the home language. If necessary DOE translators are requested.

- To develop understanding of the various cultures represented in the school preschool and kindergarten students and families the school provides assemblies, lessons, hall bulletin boards and cultural events to celebrate diversity.
- The school staff communicates regularly with families through in-person conversations, emails, school notices, and parent teacher conferences. In addition to the DOE scheduled conferences the teachers for each grade hold individual conferences after school. During these conferences children's readiness for the next grade is discussed and there is a sharing of expectations, and decision making.

Parent Involvement

Parents are encouraged to volunteer or to participate in the PTA/PAC organizations, the School Leadership Team, Title I and CEC meetings. Information regarding the mission and objectives of these organizations is given to the parents.

- PTA/PAC organization in collaboration with the school Administration provides 4 workshops per year centered around parenting skills, helping your child succeed academically, behavior management, and stress management.
- Every June the PTA/PAC organization and the school host a special field day for preschool and kindergarten students.

Welcome Event

- In September the school schedules a welcome event for pre-k and kindergarten families to get to know school personnel, protocols, and school policies.
- The school provides materials for families in a language they understand and offer translators at programs and meetings
- Preschool and kindergarten registration is made available in August.
- School offers opportunities for early grade families and children to visit the school in advance of the school year to ease the anxiety of the transition to a new place.

Measures to Include Teachers in Decisions Regarding Assessments

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

Scheduled staff meetings , grade team meetings, vertical team meetings and teacher team meetings will be used by teachers and administration to make decisions, provide professional development, collaborate, develop curriculum, analyze data, and review student work, assessment results, and lesson plans. Specific areas they will address are:

- Coherency in school-wide goals, activities, initiatives ,etc.
- How to implement a system of continuous evaluation of instructional goals and practices.
- The school grading rubric and standard assessment measures for each grade/content area of instruction.
- A schedule for professional development including but not limited to data analysis, Danielson, use of school software programs, CCLS, CIE, etc.
- Next steps in implementing measures to ensure that the use of data/assessment will impact teacher effectiveness and student outcomes.
- Identifying supplemental resources and school-wide assessment tools based on student needs.
- Review and revision of lesson plans, curriculum maps, units of study, and academic tasks.
- Review of student Work.
- Identifying the needs of ELL's and SWD's.
- Analysis of student assessment data from various sources including but not limited to periodic assessments, test prep results, Study Island reports, and ST Math results,
- Identifying professional development needs
- Assessing the effectiveness of professional development activities.

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).

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);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

PS/IS 178 PROFESSIONAL DEVELOPMENT OVERVIEW, Math: 2013-2014

Month	Instructional Foci for 2013-2014	Corresponding Tools	Internal supports	External supports
September and October	<p>Establishing Routines and Structure including mathematical fluency</p> <p>Looking at common core standards and how to work with the EngageNY resources for mathematics</p>	<p>Danielson's Framework, Component #1</p>	<p>September Faculty Meeting</p> <p>October Faculty Meeting</p> <p>Grade level Common Planning</p> <p>Inquiry Team Meeting</p> <p>Instructional Team Meeting</p>	<p>Mathematics Consultant conducts professional development for all teachers on the use of EngageNY resources.</p> <p>Reworking the curriculum to fit with GO Math and the State modules from EngageNY</p>
November and December	<p>Questioning techniques in the mathematics classroom</p> <p>Teacher initiated questions</p> <p>Teaching Division Algorithm for grades 4 and 5</p>	<p>Danielson's Framework, Component #3B</p> <p>Hess' Cognitive Rigor Matrix and Curricular Examples</p> <p><u>Sullivan and Lilburn</u></p>	<p>November Faculty Meeting</p> <p>December Faculty meeting</p> <p>Grade level common planning</p> <p>Inquiry team meeting</p> <p>Instructional team meeting</p>	<p>Mathematics Consultant conducts professional development for all teachers on questioning techniques in the mathematics classroom</p>

	Teachers Tiering Lessons	' Good Questions for math Teaching'		
Month	Instructional Foci for 2013-2014	Corresponding Tools	Internal supports	External supports
January, February and March	<p>Designing Coherent Instruction (Grades 3-8)</p> <p>Testing grades: Working with word problems and strategies to solve them.</p> <p>Revisit Questioning and Discussion Techniques</p> <p>Modeling Tiered lesson</p> <p>Teachers Tiering Lessons</p>	<p>Danielson's Framework,</p> <p>Component #1 and #3B</p> <p><u>Sullivan and Lilburn</u></p> <p>' Good Questions for math Teaching'</p>	<p>January Faculty Meeting</p> <p>February Faculty Meeting</p> <p>Grade level Common Planning</p> <p>Inquiry Team Meeting</p> <p>Instructional Team Meeting</p>	<p>Mathematics Consultant conducts professional development for all teachers on questioning techniques in the mathematics classroom</p> <p>More depth on open and closed questioning and Higher Order Thinking</p>
April and May	<p>Testing grades: Working with word problems and strategies to solve them.</p> <p>Revisit Questioning and Discussion Techniques</p>	<p>Danielson's Framework</p> <p>Component</p> <p><u>Sullivan and Lilburn</u></p>	<p>April Faculty Meeting</p> <p>May Faculty Meeting</p> <p>Grade level Common Planning</p>	<p>Revisit questioning techniques in the mathematics classroom.</p>

		' Good Questions for math Teaching'	Inquiry Team Meeting Instructional Team Meeting	
June	Looking at Student Work with Protocols Reflecting on 2013-2014	Danielson's Framework Component	June Faculty Meeting Grade level Common Planning Inquiry Team Meeting Instructional Team Meeting	Mathematic Consultant will guide teachers on looking at student work protocols and reflecting on a pacing calendar for the next school year.

PS/IS 178 PROFESSIONAL DEVELOPMENT OVERVIEW, LITERACY: 2013-2014

Month(s)	Instructional Foci for 2013-2014	Corresponding Tools	Internal Supports	External Supports
August	Preparing for ADVANCE: <ul style="list-style-type: none"> • Setting Routines & Structures in September • Identification of MOSLs 	Danielson’s Framework, Component #2B & #2D	. August Faculty Meeting	Literacy consultant begins to reserve dates for 2013-2014 Monthly PD with CFN 408 in ELA and Math
September-October	Questioning & Discussion Techniques <ul style="list-style-type: none"> • Teacher-initiated questions • Student-to-student talk • 5 Types of Questions: factual, convergent, divergent, evaluative, and combination 	Danielson’s Framework, Component #3B “Teacher Questioning Moves” Handout from CFN 408 “Lesson Planning Guidelines for ReadyGen” Handout from Grace	<ul style="list-style-type: none"> • Sept. Faculty Meeting • Oct. Faculty Meeting • Grade-level Common Planning • Inquiry Team Meeting • Instructional Team Meeting 	Literacy consultant conducts initial needs assessment: Sept. 25 th CFN 408 Training Literacy consultant addresses questions re: Fountas & Pinnell BAS, Code X, ReadyGen: Oct. 22 nd , 29 th
November – December	Using Assessment in Instruction (Guided Reading) <ul style="list-style-type: none"> • Using data to form and guide flexible groups for differentiation • Mapping out progress until June 2014 	Danielson’s Framework, Component #3D Fountas & Pinnell’s Benchmark Assessment System (BAS) “Guided Reading Lesson” template from Grace	<ul style="list-style-type: none"> • Nov. Faculty Meeting • Dec. Faculty Meeting • Election Day PD • Grade-level Common Planning • Inquiry Team Meeting • Instructional Team Meeting 	Literacy consultant will set common expectations for Guided Reading, especially as it relates to MOSLs: Dec. 12 th Monthly PD with CFN 408 in ELA and Math

<p>January – February – March</p>	<p>Designing Coherent Instruction (Grades 3-8)</p> <ul style="list-style-type: none"> Testing Grades: Planning a “Strategic Test Takers” unit using UBD process 	<p>Danielson’s Framework, Component #1E & #3B</p> <p>Wiggins & McTighe’s <u>Understanding by Design</u></p> <p>Common Core Standards</p>	<ul style="list-style-type: none"> Jan. Faculty Meeting Feb. Faculty Meeting Grade-level Common Planning Inquiry Team Meeting Instructional Team Meeting 	<p>Literacy consultant will map out “Strategic Test Takers” unit with testing grades: Jan. 6th, Feb. 3rd</p> <p>Literacy consultant will side-by-side coach testing grade teachers: Mar. 3rd</p> <p>Monthly PD with CFN 408 in ELA and Math</p>
<p>April</p>	<p>Using Assessment in Instruction (Grades K-2)</p> <ul style="list-style-type: none"> Using data to form and guide flexible groups for guided reading Engaging students by “teaching, prompting, & reinforcing” students 	<p>Danielson’s Framework, Component #3D & #3C</p> <p>Fountas & Pinnell’s “Reading Within, Beyond & About” Texts</p> <p>“Guided Reading Lesson” template from Grace</p>	<ul style="list-style-type: none"> April Faculty Meeting Grade-level Common Planning Inquiry Team Meeting Instructional Team Meeting 	<p>Literacy consultant will model and side-by-side coach primary grades: April 7th</p> <p>Monthly PD with CFN 408 in ELA and Math</p>
<p>May</p>	<p>Building Listening & Speaking Skills</p> <ul style="list-style-type: none"> Nurturing whole group conversations Introducing “Socratic seminars” in grades 6-8 	<p>Danielson’s Framework, Component #3B & #3C</p> <p>Common Core Standards</p>	<ul style="list-style-type: none"> May Faculty Meeting Grade-level Common Planning Inquiry Team Meeting Instructional Team Meeting 	<p>Literacy consultant will model Socratic seminar in grades 6-8: May 5th</p> <p>Monthly PD with CFN 408 in ELA and Math</p>

June	Reflecting on 2013-2014 <ul style="list-style-type: none"> • Personal Reflections • Pacing out ReadyGen & Code X modules for next year 	Danielson’s Framework, Component #1E	<ul style="list-style-type: none"> • June Faculty Meeting • Grade-level Common Planning • Inquiry Team Meeting • Instructional Team Meeting 	Literacy consultant will guide teachers in drafting pacing calendars for ReadyGen & Code X materials: June 2 nd Monthly PD with CFN 408 in ELA and Math
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**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 23	Borough Brooklyn	School Number 178
School Name St. Clair McKelway 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 Dr. Joseph F. Henry	Assistant Principal Lorenzo Soleyn
Coach ELA Yvette Collins	Coach MATH Millicent Sharpe
ESL Teacher Dolores Cocco	Guidance Counselor Marcela Colmore
Teacher/Subject Area Monica Sylvester	Parent Dianne Dowding
Teacher/Subject Area Idalia Jones-Maxwell	Parent Coordinator Priscilla Davis
Related Service Provider Cristel Azuba Barnum	Other SPEECH Sharon Lord
Network Leader(Only if working with the LAP team) type here	Other NOV. 15, 2013

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	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	598	Total number of ELLs	42	ELLs as share of total student population (%)	7.02%
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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														
Pull-out	13	7	6	4	3	3	2	1	3					42
SELECT ONE														0
Total	13	7	6	4	3	3	2	1	3	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
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	32	0	2	9	0	4	1			42
Total	32	0	2	9	0	4	1	0	0	42

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	10	5	5	3		1	2	1	3					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	2		2									9
TOTAL	13	9	7	4	2	1	2	1	3	0	0	0	0	42

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)							2							2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				1	4	2	1	1	1					10
Advanced (A)		7	2	2										11
Total	0	7	2	3	4	2	3	1	1	0	0	0	0	23

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	2				2
4	1	1			2
5	2				2
6	1	1			2
7	1				1
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	1		1						2
5	2								2
6	1		1						2
7	1		1						2
8									0
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		2		1		5
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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At this time NYSESLAT MODALITIES ARE NOT AVAILABLE.
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?Paste response to questions here:
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](#).)
Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services, as well as whether to consider a referral for special education services.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
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?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
NYSESLAT/ELA/MATH attributing to the use of the curriculum of SANTILLANA SPOTLIGHT ON ENGLISH, SCOTT FORESMAN ESL, MILESTONE A.

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- These are the steps followed for the initial identification of those students who may possible be ELLs:
The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to PS178. The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English.
Home Language Identification Survey

When parents first enroll their child in a school, the school ESL teacher must administer the Home Language Identification Survey (HLIS) to determine the child's home language, as part of general intake procedures.

The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child.¹

A licensed pedagogue (e.g., the school's ELL teacher) must complete the HLIS form with the parent and ensure entry of this information in the designated ATS screen.

Completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record.

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.
 - 2- Various structures implemented at PS178, to ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices i.e. Transitional Bilingual Education, Dual Language or Freestanding ESL programs. They are advised that St. Clair McKelway only offers a Freestanding ESL program, however the guidance department in conjunction with the ESL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training, such as ARIS. Also, parents are informed of Regional presentations, by ESL teacher and Parent Coordinator.
3. 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](#)].)
 - 3- The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ESL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ESL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed, returned and entered on the ELPC.
4. 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.
 - 4- The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:
 - * The Home Language Identification Survey (HLIS)
 - * Students test results from the LAB-R
 - * Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter.
 - * For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance counselor, Assistant Principal and ESL teacher collaborate to provide assistance in locating an appropriate school.
 - * Students are placed in the ESL instructional program at PS178K.
5. 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.
 - * Using the NYSESLAT guidelines, the ESL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined below. They are;
 - * The ESL teacher and a second teacher will evaluate the students in Speaking and Writing. However the ESL teacher does not evaluate or score students, that is the responsibility of the second teacher.
 - * The ESL teacher evaluates the students' Reading and Listening.
 - * Affidavit and scoring documents are signed.
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. 
 - After reviewing the Parent Survey and Program Selection forms, reported into the ELPC, the trend over the past few years, most of the parents have chosen the Freestanding ESL program offered at PS178K. The program model offer at PS178K is in alignment

with parental requests, which is the Freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

The instruction organizational model at PS178K is delivered using;

- a) Our students are serviced using the Freestanding ESL Pull-Out model.
- b) The ESL Pull-Out program model is instructed in an ESL classroom in heterogeneous (mixed proficiency levels) groups of no more than 10 students.

2. 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)?

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

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students use the ReadyGen, Go Math on the elementary level. At the middle school level they use Scholastic-CodeX and Connected Math. In addition to the Santillana Spotlight on English. In addition, they have access to the Internet, dictionaries and Graphic Organizers.

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).

Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills;

Graphic

Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

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?

Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills;

Graphic

Organizers are used to help students organize their writing; Santillana Spotlight on English, Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme. Also Internet instructional websites, games, flashcards, puzzles are used for differentiation of instruction.

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?

Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills;

Graphic

Organizers are used to help students organize their writing; Santillana Spotlight on English, Scott Foresman ESL textbooks levels 1, 2, 3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme. Also Internet instructional websites, games, flashcards, puzzles are used for differentiation of instruction along with pictures.

Courses Taught in Languages Other than English

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

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

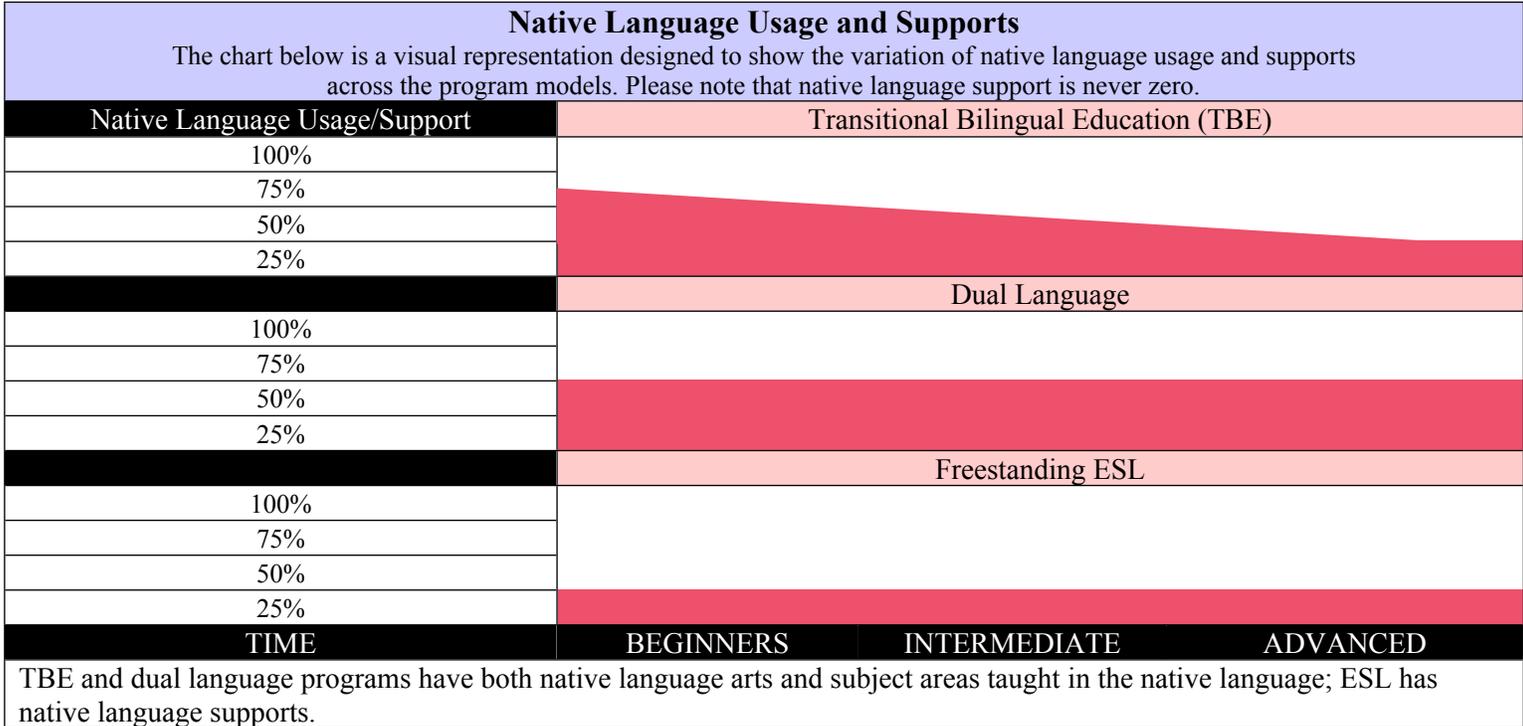
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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.
- The ESL classes at PS178K are closely tailored to suit students rigorous, engaging and coherent curriculum aligned to CCLS need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas. The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (curriculum maps, pacing calendar, use essential questions when planning, level of text used in the classrooms, leveled classroom libraries, technology and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL teacher talk to teachers in the other content areas to make sure that students are comfortable. In addition, our transitional students will continue to receive support from the ESL teacher in our after school program and After School Title III Program. These students will also receive their mandated test accommodations for 2 years if needed.
11. What new programs or improvements will be considered for the upcoming school year?
- All programs will remain the same in our school.
12. What programs/services for ELLs will be discontinued and why?
- All programs will remain the same in our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs at PS178K are involved in the majority of the school's after school activities and the Title I after-scholl program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To meet the needs of ELL students, we use Santillana Spotlight on English, the Scott Foresman reading program that has an ELL component as part of the instructional materials resources. Ready Gen, Go Math for the elementary classes as part of the CCLS. Scholastic and Code X for the middle school (CCLS). Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses Technology games and activities for enrichment that helps to prepare students for the standarized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the ESL instructional model, the students are allowed to use Spanish/English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support, and resources correspond to ELLs age and grade levels.
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.
- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive and additional hour and a half of instruction using differentiated methods such as computers, art, Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.
18. What language electives are offered to ELLs?
- In our school, the language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.

19. For schools with dual language programs:

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

NA

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.

On-going professional development is provided by the CFN408 Network Team, DOE, Office of ELLS for all teachers.

The ESL teacher participates On-going professional development that is provided by the CFN408 Network Team, Office of ELLS and UFT.

The ESL teacher provides support to content area teachers to help the students as they make the transition from elementary to middle school.

As per Jose P., the ESL training is done throughout the school year for all the staff in excess of the required 7.5/10 hours per year during common preps, study groups and monthly professional development conferences. The main focus is how to address the needs of our ELLs students in the content area of instruction.

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

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

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

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

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

- Parent Math and Literacy Development
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- Understanding and participation in instructional initiatives
- Workshop on Title I Laws and the No Child Left Behind Act of 2001
- Public Library Programs
- School-based Support services
- Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, Math and Literacy Coaches)

in planning and implementing effective Parent Involvement activities to improve student academic achievement and school performance.

- Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- Provide a Parent Room in which Parents feel welcomed and can be used to coordinate Parent Involvement activities (PTA,PAC, Room 202.)
- Provide resources for family outreach to assist and inform Parents, and involve them in the School Community.

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

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

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: ST. CLAIR MCKELWAY SCHOOL**School DBN: 23K178**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DR. JOSEPH F. HENRY	Principal		11/15/13
LORENZO SOLEYN	Assistant Principal		11/15/13
PRISCILLA DAVIS	Parent Coordinator		11/15/13
DOLORES COCCO	ESL Teacher		11/15/13
DIANNE DOWDING	Parent		11/15/13
MONICA SYKVESTER	Teacher/Subject Area		11/15/13
IDALIA JONES-MAXWELL	Teacher/Subject Area		11/15/13
YVETTE COLLINS	Coach		11/15/13
MILLICENT SHARPE	Coach		11/15/13
MARCELA COLMORE	Guidance Counselor		11/15/13
NA	Network Leader		1/1/01
CRISTEL AZUBA BARNUM	Other <u>REL. SERV. PROV.</u>		11/15/13
SHARON LORD	Other <u>SPEECH PROVIDER</u>		11/15/13
	Other		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: **23K178** School Name: **ST. CLAIR MCKELWAY SCHOOL**

Cluster: **CHRIS GROLL** Network: **CFN408**

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

Part A: Needs Assessment Findings

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

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

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

Our survey indicated that 32 students at PS/IS178K are receiving ESL services in a pull-out program. This number includes children who tested out of the program but are receiving 2 years extended support. The majority of our ELL students 18 (3%) are Hispanic, with Spanish being the spoken language. The following languages were identified in the survey:

LANGUAGE	No. SPEAKING LANGUAGE	% OF DEMOGRAPHIC
Spanish	18	3.01
Fulani	7	1.16
Arabic	1	0.16
Haitian Creole	5	0.83

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.

ELL students at PS/IS 178K receive 360 minutes of ESL instruction on a daily basis in a pull-out program. The majority of our ELL students, who are in grades K-8 are Hispanic; one speaks Arabic, seven speak other African languages (ie. Fulani), and five speak Haitian Creole. All documents, letters and communication with parents are translated into the required languages on a daily basis. Two paraprofessionals, two and the ESL teachers provide Spanish translation services for parent notices and meetings. Our Haitian Creole, Arabic and Fulani speaking families receive translation from DOE online services. The Parent Bill of Rights and other forms are available and provided to parents in all languages as the need arises.

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

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

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

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School:	DBN: 23K178
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

*The Title III program at PS/IS178K, is an academic supplemental services program designed to provide support to our ELL students and their parents. We want our immigrant families to feel welcome and a part of our school, and in New York City.

*The program will reinforce skills across the major academic areas (ELA, MATH, SCIENCE AND SOCIAL STUDIES), while preparing the students for New York State exams including the NYSESLAT. Hands on activities will be used such as ethnic cooking, art, music and games. Field trips will be organized for students, as well as a culminating trip at the end of the program which include their parents. Students will also have the opportunities to access technology through the use of laptop computers and educational software. Students will be able to read, write, and listen with the support of our certified ESL teacher. Our instructional program contains a parent involvement piece which will strengthen the home school connection, and help our immigrant community improve their English skills while learning more about New York City, and wealth of cultural activities that exist. In addition, with the assistance of our Parent Coordinator, a workshop will be scheduled to give parents information on immigration status/citizenship, and other related issues.

*Students will have experiences using the English language through hands-on activities and grade appropriate small group work after school. They will be assisted by technology through the use of laptop computers and educational software. Field trip activities will help students apply skills and learn more about their city's culture. Data from the NYSESLAT, LAB-R, periodic assessments for Differentiated Instruction, along with classroom teacher input and observation will guide program teachers in setting learning goals for students.

*Our target population includes our current 30 ELL students, which includes long-term students in both general and SWD. This also include newcomers, SIFE and proficient ELL's.

*English is the language of instruction. Instructional strategies include English language acquisition. Extensive use of scaffolding, modeling, and graphic organizers.

* The Title III After School Program will have two teachers providing English instruction (1 ESL and 1 Content Area/CB teacher to ELLs and former ELLs. One supervisor will oversee the program and will be paid at supervisor per session rate for the duration of the program.

*Types of instructional materials that will be used in addition to supplement are educational software, Santillana, Spotlight on English, educational games and supplies.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

*The two Title III participating teachers will meet for Professional Development during the week in a study group of one hour each per week for the duration of the program to develop the Title III curriculum and plan accordingly to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas. Both participating staff members will be paid at teacher per-session rates. In addition they will attend to Professional Development provided by the OELL, CFN 408, an in house ESL teacher.

*The program will commence in January 2014 for 20 weeks and be held After School from 3.30 PM to 5:00 PM on Tuesday and Wednesday ending in June 2014.

*Topics to be covered will be align with the ELA, MATH, SCIENCE AND SOCIAL STUDIES current class CCSS Curriculum.

*The Title III Program teachers, as well as other staff responsible for delivering instruction and services to ELLs will be attending Professional Development provided by the OELL, CFN408 and in house ESL teacher.

Part D: Parental Engagement Activities

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

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

Begin description here:

*In addition to mandated activities, such as parent orientation during the ELL identification process, our Title III program contains a parent involvement piece which strengthen the home school connection with the CCSS, and help our immigrant community improve their English skills while learning more about New York City, and the wealth of cultural activities that exist.

*One field trip to a cultural event will be organized for parents only.

* In addition, with the assistance of our Parent Coordinator, a workshop will be schedule to give parents information on CCSS, the new standarized ELA/MATH test, Immigration status/citizenship, and other related issues suggested.

*Parents will be notified of these activities via letters, fliers and phone calls.

Part E: Budget

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

Allocation Amount: \$

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