



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: BENJAMIN BANNEKER ELEMENTARY SCHOOL**

**DBN (i.e. 01M001): 13K256**

**Principal: SHARYN HEMPHILL**

**Principal Email: SHEMPHI@SCHOOLS.NYC.GOV**

**Superintendent: BARBARA FREEMAN**

**Network Leader: CYNTHIA FELIX**

**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
Sharyn Hemphill	*Principal or Designee	
Bridgette Williams	*UFT Chapter Leader or Designee	
Natalie Fonville	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Theresa Dunn	Member/ Parent	
Sheena Martin	Member/ Parent	
Mr. Marquis Page	Member/ Parent	
S. Dorwisch	Member/ Parent	
Katrina Pitt	Member/ Teacher	
Anitra Edmond	Member/ Teacher	
Renee Meekins	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

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

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

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

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

## SCEP Checklist

### All Schools

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

### School Information Sheet for 13K256

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	355	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	20	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.5%	% Attendance Rate			88.9%
% Free Lunch	91.7%	% Reduced Lunch			4.7%
% Limited English Proficient	9.8%	% Students with Disabilities			11.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			69.4%
% Hispanic or Latino	27.7%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	0.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			N/A
% of Teachers with No Valid Teaching Certificate	3.2%	% Teaching Out of Certification			16.1%
% Teaching with Fewer Than 3 Years of Experience	16.1%	Average Teacher Absences			9.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	18.8%	Mathematics Performance at levels 3 & 4			21.6%
Science Performance at levels 3 & 4 (4th Grade)	84.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP						
<b>Describe the strengths of your school's 12-13 SCEP.</b>						
X Curriculum development and support in mathematics. Teachers worked collaboratively to develop and implement math lessons aligned to the common core learning standards.						
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>						
X Establishing a systematic approach to gathering, analyzing, disseminating a, and using data at the grade and individual student level to examine the performance trends of all students including subgroups.						
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>						
X Personnel and funding.						
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>						
X The 2012-2013 SCEP was successfully implemented to the degree of 89%. In the area of gathering, analyzing, and disseminating the data; we need to work on more in depth.						
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				<b>Yes</b>	x	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>						
X We need to work smarter on the dissemination of the student data, and looking at specific trends of all the students, and subgroups. We will create a data room for 2013-14.						
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>				x	<b>Yes</b>	<b>No</b>

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

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
X Funding and personnel.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
X We want to move our ELL subgroup and Special Needs students at least 5%.				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
X I communicate with the school staff through the Inquiry team meetings weekly. I communicate with the parents and the staff through the school leadership team and PTA monthly meetings. Communication with parents is also done through the school calendar monthly too.				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
X Improve the students comprehension skills, and increased communication with the parents.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
X Small group instruction on Saturday and close reading instruction strategy. Bi-monthly parent workshops				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
X Create a data room to see the trends in the results of the assessments given to the students, and then plan our next steps based on the trend we see from the data.				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
X Teacher will continue to do their inquiry work weekly on Mondays and identify trends and plan with their team members the next steps for their students.				

## 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).

**Promote greater consistency in using the school’s observation tool in order to support teachers’ professional growth and increase student achievement.**

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	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.

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

### **Annual Goal #1**

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

By June 2014 all teachers will use the Danielson Framework for Effective Teaching to develop and enhance their teaching practices in Mathematics, as evidenced by individual growth in Domains 1-4.

### **Instructional Strategies/Activities**

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

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

1. All teachers will be observed informally a minimum of three times per year and be provided effective feedback in mathematics instruction aligned to Domain 3. Lesson plans will also be developed and student work will be assessed to cover Domains 1-4.

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

1. All teachers, principal and assistant principal, Talent Coach and Network Support staff and Exemplars staff developer will work with teacher to provide constructive feedback.

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

1. As a result of direct support from the Exemplars math coach, teachers will demonstrate a minimum increase in performance ratings during either formal or informal observations and/or through collection of artifacts in at least one component of each of domains 1-4.

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

1. Teachers will work with Exemplars math coach to review math instruction, lesson plans and student work a minimum of three times between October 2013 and May 2014.

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

1. Six inquiry teams comprised of 3-5 teachers per team meet twice a month for two hour sessions. Funds will be used to cover the cost of per-session in order to support teachers in preparing artifacts, reviewing student performance data, and submitting evidence of growth in the Danielson Framework under domains 1 and 4.

### **Budget and Resource Alignment**

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

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

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

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

## Goal and Action Plan #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).							
Ensure that the use of on going assessment practices and analysis of student work products lead to constructive feedback to students and adjustments in targeted instructional goals for all students. (2.2) (D rating)							
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D

### Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

### Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teacher teams and school leaders will come together a minimum of 3 cycles to analyze and disaggregate student data from benchmark assessments to increase student reading by a minimum of two levels.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. All teacher teams will analyze their students' TCRWP running records and New York City Performance Writing Assessment Tasks data to monitor progress and inform instruction to develop explicit teaching plans that address achievement gaps identified in the data (SOP 3.5)
2. Teacher inquiry teams will work with a data coach from NexEd Enterprises to examine student performance and set SMART Goals in the classroom.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. All horizontal and vertical teacher teams in grades K-5 and out of classroom teachers as well.
2. Teachers and NexEd Coach
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Tier 2 and Tier 3 students
2. SMART Goals will indicate progress of 5-10 percent gains on NYC Performance Assessments and at least one reading level.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. A minimum of three times with TC Coaches between November 2013 through May 2014
2. A minimum of four times with NexEd Coach between November 2013 and May 2014.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. 6 inquiry teams comprised of 3-5 teachers per team meet twice a month for 7 months for two hour sessions at the per session rate.
2. Contract fees for NexEd Data Coach as delivered during school visits to work with teacher inquiry teams between November 2013 and May 2014.

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
X Title 1 SWP FY 2014											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

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

**Promote greater consistency in differentiated instruction in all classrooms, especially in the lower grades, based on data so that students are challenged, tasks accommodate learning styles and questioning extends thinking to maximize learning**

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

During the 2013 -2014 school year, Kindergarten – Grade 5 teachers will develop and enhance their pedagogy as they continue to use math performance based assessments and pilot the Common Core Inc. math modules from Engage NY, resulting in improvement in questioning and discussion techniques as evidenced by growth in the Danielson Framework for Effective Teaching, component 3b.

**Instructional Strategies/Activities**

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

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

1. Teacher teams will collaborate to modify math lessons according to student math data and feedback from informal math lesson observations.
2. Teachers' inquiry teams will review periodic assessment data and exemplars performance tasks three times throughout the year.
3. The U Math X, is an interactive computer assisted math learning system that includes professional development for the teachers. The U Math X addresses the Common Core State Standards and supports and scaffolds mathematics learning. The teachers will use this learning system to enhance their instructional practices and planning.

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

1. Deb Armitage from Exemplars Inc., CFN 612 Network Math Study Group teacher leaders, 6 teacher team consisting of 3-5 teachers per team, assistant principal and principal Per Diem funds will be used to provide coverages to teachers during their meeting times in the building, as part of inter-visitations and grade specific professional development.
2. Teacher team leaders and members of inquiry teams will attend network professional development session hosted by CFN 612 Math Achievement Coaches. Funds will be used to provide per-diem coverages for Exemplars professional development sessions.

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

1. The math Exemplars Inc. performance based tasks will be administered three times throughout the year to monitor student progress and two informal math observations will be conducted to monitor improved teacher practice for questioning and discussion techniques. Teachers will meet with Exemplars coach, Deb Armitage a minimum of three times during her consultancy at 13K256, to review strategies and best practices for math instruction..
2. Students will demonstrate growth by at least 5-10 percent in math scale scores on state exams in grades 3-5. Students in grades K-2 will demonstrate measured growth by at least 5-10 percent on performance tasks and periodic assessments administered between November 2013 and June 2014. Teachers will receive additional support through CFN612 Math Professional Development sessions with Deb Armitage, off-site between November 2013 and June 2014.

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

1. A minimum of three sessions between October 2013 and April 2014.
2. September 2013 through June 2014.

<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>											
1. Deb Armitage of Exemplars Inc. will visit 3 times throughout the year at \$4000 per visit. Teacher leaders representing each grade K-5 will attend the CFN CCLS Math Study Group 4 times per year. Per-Diem funds will be used to provide coverages for teacher's classrooms.											
2. Teacher inquiry teams will meet weekly and record their notes as well as strategies to measure progress. Periodic assessment data combined with Exemplars Performance Task data will be kept in binders. Students will be organized into groups to promote differentiated instruction according to their needs. Per-Diem funds will be used to provide coverage for teachers in order to score the periodic assessments and performance tasks.											

**Budget and Resource Alignment**

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

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

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

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

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

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

**The school leader communicates high expectations for teaching and learning to staff, students, and families which establishes a culture for learning and promotes student growth and achievement.**

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	P
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

During the 2013- 2014 school year, there will be a decrease in school incidents, through student, staff, and parent participation in our in house Spin/Sparks program school – wide initiatives and the lunch/learn Playworks program. Road to Success will partner with P.S. 256 in running the Saturday Academy to improve students mathematics and ELA scores.

**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. The SAPIS worker will work with students daily and with parents twice a week to share social skills strategies. The Playworks organization will visit three times a year after training to support the staff with strategies for constructive play.

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

1. The SAPIS worker, Playworks organization and staff, also the Road to Success staff.

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

1. There will be a 10% decrease in occurrence/incidents reports. Students of Temporary Housing will be targeted for progress, in social emotional learning.

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

1. September 2013 through June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. The Playworks organization will visit 4 times throughout the year (once for training and three additional times for monitoring success and additional strategies). Road to Success will use half of their monies, and we will use our PF funds to support all of the students academically and socially for the Saturday Academy. PF Set Asides cover the cost of administering the Saturday Academy which hosts students in temporary housing and is administered by Playworks and OASIS Community Corporation.

**Budget and Resource Alignment**

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

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
<b>The school leader communicates high expectations for teaching and learning to staff, students, and families which establishes a culture for learning and promotes student growth and achievement</b>									
<b>Review Type:</b>	DQR	<b>Year:</b>	2012 - 2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	Proficient		

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	<b>6.2 Welcoming environment</b>				<b>6.3 Reciprocal communication</b>				
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>			<b>x</b>	<b>6.5 Use of data and families</b>				

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
During the 2013 – 2014 school year the staff will increase the frequency of communicating student progress, school wide goals and initiatives with parents/guardians as evidenced in an increase in parent meetings, e-mails to parents, global messaging service and parent participation for school and community events.									

**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).									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
1. The school distributes a student progress report twice a year, the Parent Teacher Association distributes the Parent Newsletter three times a year, a monthly calendar is sent home and parents are invited to attend the monthly award ceremony and the Writer's Expo every six weeks.									
2. Parent workshops, presented by a consultant, are held on understanding the implications of Common Core Learning Standards in the Spring of 2014									
3. Books will be purchased to provide parents and students with educational resources aligned to CCLS.									
<b>B. Key personnel and other resources used to implement each strategy/activity</b>									
1. Parent Teacher Association, school administrators, the Parent Coordinator, SAPIS Counselor, Guidance Counselor and classroom teachers.									
2. Parent Coordinator, P.T.A., and Paid Consultant(s)									
3. Books will be purchased to provide parents and students with educational resources aligned to CCLS.									
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>									

1. The school distributes a student progress report twice a year, the Parent Teacher Association distributes the Parent Newsletter three times a year, a monthly calendar is sent home and parents are invited to attend the monthly award ceremony and the Writer's Expo every six weeks.
2. Attendance will be monitored by parent coordinator. In a series of Saturday workshops the goal will be to increase participation of between five to ten percent for the 2013-14 school year, based on participation records from the 2012-13 school year.
3. Every parent who attends a Saturday session will receive a set of resources including selection of student texts that are aligned to CCLS.

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

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

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

1. The school administration and teachers will distribute progress reports twice a year in between the formal report cards. The parent/teachers association will distribute a newsletter three times a year. Funds will also cover reproduction costs of parent calendar and backpack mail to remind parents of upcoming school events.
2. Funds will be administered to cover the cost of paid consultant(s) who deliver parent workshops on CCLS during Saturday sessions between April and June 2014.
3. Books will be purchased to provide parents and students with educational resources aligned to CCLS

**Budget and Resource Alignment**

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

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

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	X Read 180 re-reading and interactive writing, integrating common core curriculum strategies.	X Small group, direct instruction, computer software instruction and individualized instruction.	X During the school day and extended day. Servicing 47 students total.
<b>Mathematics</b>	X The use of the I-ready consumables and computer software.	X Small group and computer instruction.	X Extended day and Saturday Academy
<b>Science</b>	X Close reading and writing instruction	X Small groups, one-to-one	X Extended day
<b>Social Studies</b>	X Taught through ELA	X Small group, direct instruction, computer software instruction and individualized instruction.	X During the school day and extended day. Servicing 47 students total.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	X Crisis Intervention, anger management, at risk counseling, and hold consultation with teachers.	X One on one, and small group sessions.	X During the school day.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recognized for their extraordinary work and are paired with new teachers for in house mentoring. However, formal mentoring is provided by the NYC Department of Education mentors. Our district Superintendent Ms. Freeman also conducts meetings with the first, second, and third year teachers in the district. Professional text and materials are provided to support the teachers' professional growth. The teachers participate in grade team meetings and inquiry team meetings weekly. They have common planning time within their daily schedules. Our funds are used to cover the classroom teachers when they go out of the building for professional development too. The Principal and the Assistant Principal are great resources for the teachers.

**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).
Professional development opportunities are made available in literacy by Columbia University Teachers' College staff developers who meet with my teachers 20 times throughout the school year. (These times are split evenly between the upper and lower grade teachers.)They receive professional development in mathematics provided by Deb Armitage at least 3 to 4 times a school year. The Grapevine Network provides continuous professional development in all areas: Literary, mathematic, special needs, guidance, RTI, dual language, science, social studies, etc. and I make sure all the staff members take advantage of them.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We coordinate our funds based on the needs of our school population. This is determined by the staff members along with the SLT members findings from the need assessment survey results. We have a good number of students in temporary housing so this school year we are partnering with Wayne Harris to meet the academic needs of these students and their social and emotional needs too.

**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.).
X Incoming Pre-Kindergarten students begin their schooling with a staggered schedule to support their adjustment. The teacher and Pre-K social worker hold parent meetings to welcome families to the school and to provide them with information regarding the pre-kindergarten program. The curriculum is developmentally appropriate with hands-on exploration and discovery, oral language development activities, family style dining and outdoor play. Socialization activities are carefully planned for our little ones, and class trips around the city. We have a school based health clinic sponsored by the Bedford Stuyvesant Health Clinic is on the premises with a dental unit to be provided soon.

**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.
X The Lead teachers, along with the Assistant Principal, Principal, and the professional development the NYC Department of Education provided last Spring and this past Summer helped in the decision making of the assessment choice.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>256</b>
School Name <b>Benjamin Banneker Elementary</b>		

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

Principal <b>S. Hemphill</b>	Assistant Principal <b>B. Roberts</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Lucia Babolcsay</b>	Guidance Counselor <b>Dr. Sam</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Terry Henry</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>358</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>9.50%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	3
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24	1	1	10		2	0			34
Total	24	1	1	10	0	2	0	0	0	34

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	3	2	6	5	5								28
Chinese														0
Russian														0
Bengali	1		1											2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			2	1								4
<b>TOTAL</b>	8	4	3	6	7	6	0	0	0	0	0	0	0	34

## 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)	3	0	0	0	3	0								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	2	1	3	2								10
Advanced (A)	4	3	1	5	1	4								18
Total	8	4	3	6	7	6	0	0	0	0	0	0	0	34

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	3	1			4
4	4	2			6
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		3		1				6
4	5		1						6
5									0
6									0
7									0
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		4		1		6
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.  
Our school uses Teacher's college Reading and Writing Assessment as a tool to drive instruction. Every 6-8 weeks we do a running record where we assess for reading comprehension and fluency. We also have a writing assessment on both narrative and non-fiction writing where we assess grammar, descriptive language, vocabulary and form. These results give the teachers insight as to how they target their lessons and grouping.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our Students perform better in listening and speaking while struggling in reading and writing.
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](#))  
We have noticed that most of our ELLs become Advanced or Proficient in the combined modality of Listening and Speaking at a faster pace than they do in the combined modality of Reading and Writing. We are targeting our lessons to more effectively address the reading and writing components so our children can achieve proficiency in reading and writing at a faster pace.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?our students only take test in English so we can not compare their scores with native language tests. When we receive our periodic assessment results we target our intructions on the students deficiencies.
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.](#))  
When our students are assessed and are in need of intervention we develop a small group intruction model to supplement their needs for a determinrd period of time and assess them again to look for progress and evaluate if intervention works or go to the next tier.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The classroom teachers get the NYSESLAT results so that they see what modality they are struggling and adjust their lessons accordingly.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## 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](#).)

A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via personal, written and/or telephone invitation) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each newly enrolled student to attend. At the parent orientation session, informational materials are provided and an information video is viewed by the parents in the language of their choice. In addition, an ESL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure that the parents understand their transfer rights. Also, the ESL teacher or parent coordinator conduct any necessary follow ups to ensure program selection and other forms are returned.

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.  
Upon registration parents get to speak with the ESL teacher or a bilingual teacher who interviews the parent and the student. We also help to fill out and /or translate school forms. The teacher finds out the language of that family and gives an overview of the HLIS. During this time we make sure the parents know what programs we offer and the programs available in the DOE. We give them notice of the parent orientation being offered and contact them through letters or phone calls .
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](#)].)  
Each child is given the letter in a parent folder to take home. The parents have to sign them and send them back to the ESL teacher. The ESL teacher makes sure each child brings back the signed letters and follows up by calling or meeting parents when they drop of their children.
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.  
We speak to parents via a translator if necessary about their Children's language needs and explain the programs we have in our school. Depending on what parents want, we give the the pertinent information be it a bilingual program or ESI program so they can make an informed decision.
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.  
First we send a letter to the parents so they prepare their children for the test. Then a schedule is prepared so each ELL is accounted for. After that, we make a NYSESLAT team composed of the test coordinator, ESL teacher, Read 180 teacher and the spanish teacher to administer the test. The ESL teacher goes to the training and brings back the information to train the team. We start with the individual speaking parts and then we administer the Listening to all the children, followed by the Reading and finally the Writing part of the test. If any child is absent we use the additional days to test these children.
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 examining the parent choice surveys from previous years, it is clear that the large majority of parents who have children eligible for ESL services choose to place them in a freestanding ESL program. Previously, only a couple of parents have chosen bilingual or dual language as their first choice but, later decided to reject the transfer offer and keep their child in our freestanding ESL program. Since we don't have enough parents that request the bilingual program nor the the required number of students we have not opened a bilingual class.  
We are discussing a dual language spanish if we get the necessary number of students.

## 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])?

We use a combined push-in and pull-out model to ensure maximum efficiency and to comply with the mandated minutes required for each language proficiency level. We place students heterogeneously in each class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

As specified under CR Part 154, all our beginning and intermediate level English Language Learners receive 360 minutes of ESL instruction per week. Our advanced students receive the prescribed 180 minutes per week.
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.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup.

Newcomers at our school are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the teachers college writing and reading workshop as well as more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide range of scaffolding techniques. In addition to these supports newcomers also receive extra attention through our after school programs, access to literacy technology (computer programs, recorded books, internet, etc), and additional academic intervention if needed.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We have staff in our building who periodically question the children in their native language for comprehension of topics being taught and report findings back to the classroom teacher so they can plan according to the findings.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year ELLs get an interim ESL assessment. they also get assessed periodically with the Rigby ELL assessment kit. As ELLs at our school reach proficiency by passing the NYSESLAT, they continue to receive extra attention in order to ensure academic success. This extra attention is given through peer tutoring, test preparation and school programs such as read 180. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers also use graphic organizers, realias and other scaffolding techniques learned at our in house staff development sessions.
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).

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup. SIFE are taught the foundations of the English language in conjunction with the content pertaining to their grade. We have the Spanish cluster who teaches foundations in Spanish for the Spanish speaking SIFEs.

Newcomers at our school are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the teachers college writing and reading workshop as well as more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide range of scaffolding techniques. In addition to these supports newcomers also receive extra attention through our after school programs, access to literacy technology (computer programs, recorded books, internet, etc), and additional academic intervention if needed.

We have no long term ELLs but if we did we would place them in a read 180 program or have them get extra support until we see improvements.

As ELLs at our school reach proficiency by passing the NYSESLAT, they continue to receive extra attention in order to ensure academic success. This extra attention is given through peer tutoring, test preparation and school programs such as read 180. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers also use graphic organizers, realias and other scaffolding techniques learned at our in house staff development sessions.

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?

At our school all ELLs that have Individualized Education Plans (IEP) are in self-contained classrooms. This population receives individualized instruction from their classroom teachers, teacher assistants (in some cases bilingual), and the ESL staff as prescribed by their IEP.

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?

We have our related service providers piggy back on what the classroom teacher is teaching to enhance our students' learning. We also use push-in as much as possible to maintain a balanced atmosphere.

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

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

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

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

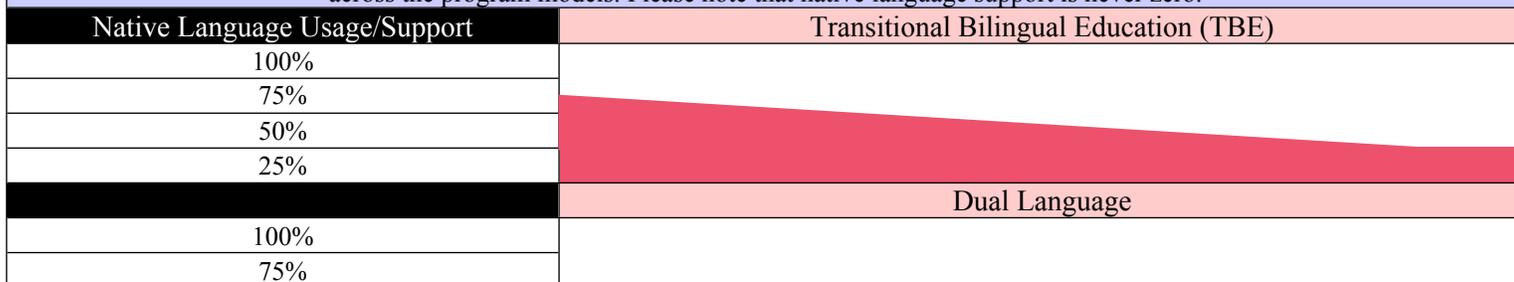
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

#### Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Teachers use scaffolding techniques in their classrooms to accommodate the ELL population, and cooperative learning through math, science and social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking. All instruction is done in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are incorporating more Science and Social Studies in our reading selections to enhance content learning. Their language development is progressing at an adequate pace.

11. What new programs or improvements will be considered for the upcoming school year?

We will keep all programs being offered to our ELLs.

12. What programs/services for ELLs will be discontinued and why?

None of our programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The ELL population at PS 256 is given equal access to all programs. They are invited to attend our After School and Saturday academy. We offer Intensive Reading and Math instruction during these programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In order to support our ELLs in reading and writing we use materials like Finish Line for ELLs, recorded books and websites that fosters learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered through the use of dictionaries and by grouping students with a bilingual "buddy". The ESL teacher and paraprofessionals provide support as needed in the student native language.

The services, support and resources we provide our ELLs at PS 256, matches the student's age, grade and proficiency levels.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All materials used are age and grade appropriate.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have our SPINS counselor who offers throughout the year all newly enrolled students opportunities to meet key staff and students and give them a tour of the school so that they feel like a part of this community.

18. What language electives are offered to ELLs?

We offer a Spanish cluster.

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)?

N/A

## 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.

In regards to professional development specifically tailored to ESL teachers, our ESL staff attends many workshops and professional developments courses offered by Teacher's College, the office of English Language Learners and BETAC (Bilingual/ESL Education Technical Assistance Center). Professional development is ongoing, after school, and during grade conference meetings. These workshops are provided by other teachers who turns key, the assistant principal and principal as well as professional consultants throughout the year. These trainings are another opportunity for all teachers to receive workshops geared toward the specific needs of our ELL population. Professional development focuses on using Fountas and Pinnell Benchmark assessment system to assess all students. This data is then used to map out instructional strategies that are geared toward individual, small group, whole class, and differentiated instruction for all English Language Learners. This program will also provide systemic supplement of professional development based on proven methods of early detection and on English Language Learners intervention and support program. The ESL teacher offers support and suggestions to classroom teachers on a continuous basis.

The ESL teacher provides classroom teachers ELL training as per Jose P. throughout the school year.

#### **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?

The school offers ongoing workshops for parents on how to help their children achieve success. Our parent coordinator organizes and reaches out to all parents to participate in various events. Ex. ELA, MATH, Work shops. We also have Literacy night, Father and son night, etc. We survey our parents on their needs and based on the majority of responses we offer help or outreach.

#### **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: Benjamin Banneker Elementary

School DBN: 13k256

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharyn Hemphill	Principal		1/24/14
Belinda Roberts	Assistant Principal		1/24/14
Terry Henry	Parent Coordinator		1/24/14
Lucia Babolcsay	ESL Teacher		1/24/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dr. Sam	Guidance Counselor		1/24/14
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 13K256 School Name: Benjamin Banneker Elementary 256

Cluster: 6 Network: 612

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

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

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs for the Language allocation Plan for the school. The parent team and ESL Teacher confer with the parents by telephone, and on one to one conferences about their individual needs.

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 school is located in Bedford Styvesant an underprivileged section of Brooklyn. The community consists of a predominantly African American (African Diaspora) and Hispanic population. Approximately 15% of our students are recent immigrants. The majority come from the Dominican Republic and South America. The school is comprised of 53% Blacks, 40% Latino and 7% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language group is Spanish. We have a few parents that speak an african language. We also have a couple of Bengali speakers In addition we recently admitted a student whose family speaks Arabic.

## Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish. We also have staff members who speak Arabic and an African language. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into the following languages: Spanish, Bengali and Arabic. ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided in-house by school staff, parent volunteers and the Language Interpretation Unit as needed. Teachers, paraprofessionals and school aides who are native speakers will translate these documents as needed basis. Also, we plan to have interpreters in Spanish, Arabic and Fulani. They will be available to the parents for events such as PTA meetings, Math Nights and Parent-Teacher conferences.

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.

Oral interpretation services will be provided in-house by school staff. We have staff members who speak Spanish, Arabic and Fulani. Since the major language group is Spanish, we have teachers to interpret in Spanish during school activities. The notices announcing special events will be translated into the parents' preferred native languages, and interpreters will be available to answer any questions that the parents may ask upon request. We utilize the Language and Interpretation Unit for written translation and oral interpretation services. This will enhance parents understanding of their child's academic performance and how to help improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee, parent volunteer or translator so that translation services will be provided. As per A-663 we will provide each parent whose primary language is a covered language and who requires assistance, with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. At the present time we have enough staff members to accommodate our translation needs.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Benjamin Banneker	DBN: 13K256
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input 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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: _____
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>

### Part B: Direct Instruction Supplemental Program Information

Begin description here: 13K256 is committed to ensuring the academic achievement of our ELLs as well as ensuring English language proficiency. We serve our ELLs through a push in pull out ESL program.

We utilize various instructional methods to support our ELL population. The students learn English through the subject areas: Mathematics, Science, Social Studies and Technology. The students also participate in the Balanced Literacy Program. The Balanced Literacy Program combines speaking, listening, viewing, reading, writing and presenting in an academic setting that instills language enhancement and enrichment. All lessons include cognitive and linguistic objectives and are differentiated to ensure access to all students.

A review of our data indicated that while ELLs are making progress in listening and speaking writing and reading remain an issue. As a result our ESL certified teacher will offer a Saturday academy to provide supplemental academic and linguistic support to our ELLs. The program will use several scaffolds to support the ELLs in progressing towards proficiency. It will also focus on helping the ELLs in syntax which is an area where they experience misunderstanding about how the grammar sends the message to the reader. This will help them to better understand how pronouns in sentences that are connected to nouns in figurative language and non-fiction text are used in English. They will have practices in using punctuations, connective words and interpreting text. In English there are patterns in sentences that require transformation such as in the passive voice. The practices will help them to participate in the process of transforming meaning from text. To reach cognitive academic proficiency the ELLs will practice answering questions that have deeper levels of language proficiency such as semantic meaning. The program will also assist the ELLs in test strategies that help them clarify confusion in meaning, understand test language, format, understand how to use pictures, photographs and animated drawings to relate to passages on a test and better understand how the sequence of questions is related to the passage. The materials that will be used include National Geographic Explorer Magazine, Nonfiction Comprehensive Classroom Set (books), Finish Line Math Strands and finish Line for ELLs: English Proficiency Practice and Teacher's Edition.

### Part C: Professional Development

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

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

Begin description here: The focus of the workshops provided by our ESL certified teacher will range from: developing writing proficiency with ELLs, NYS Standards and Performance Indicators which help guide us when writing lesson plans, Scaffolds and Strategies for ELLs, reading proficiency with ELLs, listening strategies, conversational skills to improve communication and parent involvement. The workshops are meant to engage teachers in conversations about better understanding the different stages that our ELLs experience when learning English. Also, to help our teachers to use various scaffolds that will help our ELLs in the different language levels that they are presently in. The teachers will be encouraged to ask questions and participate in different activities that relate to language acquisition for our ELLs

### Part D: Parental Engagement Activities

**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: To ensure parents are familiar with the expectations we have we use funding to enhance our workshops already offered by providing writing and reading workshops with activities specifically for parents at least two times a year. We would also use the services of artist Ana Soto and literacy consultant Victoria Delgado to enhance the writing through illustrations. Parents will self publish books about their life, family or culture. The workshops will be led by the teachers and Ana Soto. Materials to be purchased include painting materials, drawing materials, and blank books. We anticipate that parents that participate in the program will become familiar with writing strategies with which to encourage and nurture their child's strengths and interests and improve their own writing literacy. Parents will be notified via letters translated in their language of communication.