



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS.261
DBN (i.e. 01M001): 15K261
Principal: ZIPPORIAH MILLS
Principal Email: ZMILLS@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: ALISON SHEEHAN

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
Zipporah Mills	*Principal or Designee	
Jamie Fidler	*UFT Chapter Leader or Designee	
Beau Ranheim	*PA/PTA President or Designated Co-President	
Carmen Perez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jessica Saffron	Member/ PARENT	
Jessica TRAUNER	Member/ PARENT	
Amy HUGGINS	Member/ PARENT	
Colleen Greto	Member/ TEACHER	
Sue Lee	Member/ PARENT	
Kim Tulloch	Member/ TEACHER	
Rachel Cohen	Member/ PARENT	
Catherine Pacillio	Member/ TEACHER	
REGINA STONE	Member/ PARENT	
ROCCO OPPEDISANO	Member/ TEACHER	
LINDSAY FREY	Member/ TEACHER	
	Member/	
	Member/	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

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

School Information Sheet for 15K261

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,07	Total Enrollment	817	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2013-14)					
# Visual Arts	40	# Music	40	# Drama	N/A
# Foreign Language	N/A	# Dance	38	# CTE	N/A
School Composition (2012-13)					
% Title I Population	1.0%	% Attendance Rate			93.6%
% Free Lunch	39.1%	% Reduced Lunch			4.9%
% Limited English Proficient	7.7%	% Students with Disabilities			18.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American			28.1%
% Hispanic or Latino	25.4%	% Asian or Native Hawaiian/Pacific Islander			6.6%
% White	36.6%	% Multi-Racial			3.0%
Personnel (2012-13)					
Years Principal Assigned to School	7.18	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.8%	% Teaching Out of Certification			1.8%
% Teaching with Fewer Than 3 Years of Experience	8.8%	Average Teacher Absences			6.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4			30.4%
Science Performance at levels 3 & 4 (4th Grade)	81.5%	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	Yes	Multi-Racial	N/A
Students with Disabilities	No	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	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	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		

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of our 2012-2013 SCEP was that it attempted to look at our school community through a holistic lens that included improving teacher's pedagogical practice with feedback, data collection and analysis, protocols for student feedback and community supports.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Areas of improvement in our school's SCEP were use of Danielson Framework for Teaching as a tool for greater more consistent teacher evaluations and feedback, the use of Inquiry Teams to look at student work and create rubrics that support student understanding, goal setting and improvement, and a more strategic plan to create and support a warm, welcoming and supportive school community.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One barrier we had while developing our 2012-2013 SCEP was a lack of knowledge regarding Priority Focus funding. We basically did not know that we would be receiving \$79K because of that we did not plan enough professional development and per session systems for our staff. When the funding came many PD opportunities were unavailable. We supplemented where possible but the supports were not as strategic as we would have liked them to be.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Of the five goals four were successfully implemented, giving us a success rate of 80%. We were able to create student rubrics, observe 85% of our staff using the Danielson Framework as a guide and implement more family and community projects.			
Were all the goals within your school's 12-13 SCEP accomplished?	Yes	X	No
If all the goals were not accomplished, provide an explanation.			
The goal of developing a school wide data system enabling teachers and administration to more easily aggregate and analyze data was not completely accomplished. We tried a number of binder systems and began a Google dox system but none met the complex goals we have set for ourselves. While there was some success in teacher collaboration and support from our network we continue to work on this goal.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	Yes	X	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
We anticipate barriers and challenges this year, One may be a shortage of ESL staff to fulfill the mandated instructional minutes. Another may be the instructional shifts, and Teacher Evaluation system which now require that we all (teachers and administration) spend a great deal of time on the Advance system and observations.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Our identified sub-groups and achievement targets are:			
<ul style="list-style-type: none"> • Percent at 75th Growth Percentile or Higher • <u>ELA</u> • ELL* 2012-2013 48.0% to 2013-2014 55.0% • Lowest Third Citywide 2012-2013 48.8% to 2013-2014 55.8% • Self-Contained/ICT/SETTS 2012-2013 51.5% to 2013-2014 58.5% • Black and Hispanic Males in Lowest Third Citywide 2012-2013 56.8% to 2013-2014 63.8% 			
<ul style="list-style-type: none"> • <u>Mathematics</u> • ELL* 2012-2013 55.6% to 2013-2014 62.6% • Lowest Third Citywide 2012-2013 52.8% to 2013-2014 59.8% • Self-Contained/ICT/SETTS 2012-2013 52.5% to 2013-2014 59.5% • Black and Hispanic Males in Lowest Third Citywide 2012-2013 45.0% to 2013-2014 52.0% 			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with staff through a number of venues:			

- Staff and Parent Newsletter
- SLT Meetings
- UFT Consultation Meetings
- Faculty Conferences
- Parent Workshops
- Grade Level Meetings
- Grade Level Inquiry Meetings

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

We believe that in order to improve student performance, the school must develop teacher leadership through strategic professional development, continuously observe teacher instruction and give consistent, feedback, use assessments to develop school-wide mathematical rubrics and gather best practices that enable both classroom teachers and related service providers in supporting the specific instructional needs of our ELL, SWD and lowest third population. In addition we will continue to develop a school-wide data system which will enable school leaders and teachers to identify trends and support student instruction

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

Aligning assessment to drive instruction:

PS 261 will develop school-wide mathematical rubrics to aid and identify trends and guide planning and instruction

- Hiring of a math coach to work specifically with all classroom teacher, math grade level leaders and new teachers
- Use of Priority Focus funds to hire a staff developer from Metamorphosis to work specifically with Grade Four teachers and send all classroom teachers out for professional development with other schools
- Inquiry Team meetings to plan curriculum that both supports the CCLS and school-wide math goals
- Initial Planning Conference (IPC) will include detailed ongoing goal setting discussions around math instruction and student growth.
- SLT sponsored parent math workshops

Teacher Observations:

PS 261 will develop and introduce clear detailed protocols for teacher observations/feedback

- Attend DOE and Network professional development introducing Danielson Framework
- Meet with teachers continuously to reflect, revise and inform staff of observation expectations
- Create regular and consistent means of feedback for teachers

Teacher Pedagogy:

PS 261 will develop teacher leadership through the use of strategic differentiated professional development

- Based on observations teachers will be placed in strategic professional development that both supports their own professional goals and the needs of their students as well as their content and pedagogical expertise in both ELA and math instruction.

Supporting Student Progress:

PS 261 will continue to develop a data collection protocol which specifically looks at our ELL, SWD and Lowest Third population.

- Based on Initial Planning Conference (IPC) data share supervisors, and teachers will discuss and decide on end year goals of each student
- Specific planning will be made ICT, Self-Contained, SETTS and ELL teachers
- A new data collection system will be created collaboratively that will enable teachers, administration, and math coach to view student progress, assessments for this subgroup of students will be done every three weeks starting January 2014.
- As additional SETTS teacher will be hired
- An addition part time ESL teacher will be hired
- Student/Teacher ratio for ELL and SETTS students will be reduced
- Student Intervention Team (SIT) will meet monthly to review student data and make recommendations
- After school AIS will begin in November 2013 and end in May 2014.
- Network support team members will work with Self-contained teachers on pedagogical practices and content knowledge
- Math coach will continuously work with teachers to create appropriate rubrics, align curriculum and instruction to CCLS, support teacher growth in pedagogical practices
- SETTS teachers and ESL teachers will push in classes when appropriate.
- School leaders will observe classrooms using Danielson Framework for Teachers and give feedback
- Teachers will attend PD with outside staff developers in the areas of writing and math specifically.
- Additional prep periods will be given to ICT and Self-contained teachers to update student IEPs to ensure goals are rigorous and developmentally appropriate.
- Grade level leaders will meet monthly either during school hours or after schools for horizontal and vertical curriculum planning.
- SLT sponsored parent workshops will inform parents of instructional shifts and support parent understanding of rigorous instructional goals
- Guidance counselor will meet with teachers and parents to ensure good attendance and keep informed of

students social and emotional needs

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

Our school's SCEP's key elements are the use of priority focus money to bring in professional development to teachers enabling them to make good pedagogical decisions which we feel will directly support student progress. In addition we have uniquely endeavored to ensure that our entire community students, teachers, parents, related service providers all work together to support student progress.

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

Our school has created many teams of teachers, curriculum team, grade level leader teams, SIT team to work together to improve student performance, in addition we have added addition staff specifically curriculum specialist allowing us the ability to have more team meetings embedded into our monthly calendar. We believe that greater communication between classroom teachers, related service providers and school leaders will help us successfully meet our goals.

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).

- Institutionalize the use of classroom observations using the Danielson framework and strategic professional development plans to improve school-wide instructional practices for all teachers, including those new to the profession.
 - The administrative team has been doing teacher observations together all year, using the Danielson framework. They have been working to learn the rubric, get more comfortable with note-taking format (that is, what is the teacher doing/what are the students doing), include a look at student work in their classroom visits, and norm their observations/rankings. The principal and two assistant principals then debrief their observations together and strategize how to have differentiated professional dialogues with teachers at different levels of experience and development, sharing specific feedback and “next steps” in ways that are tailored to each individual teacher. In-person conversation and email are both used to complete the observation cycle. Extra professional development in math is provided to new teachers and they are scheduled with extra free periods during the week to observe and work with their assigned mentor teachers. New teachers report that the mentor relationships are very productive and much appreciated. There remains a need to develop and introduce to the entire staff clear and detailed protocols for teacher observations and feedback so that all teachers know exactly what to expect. The lack of such protocols means that teachers are not all clear about what to expect from the cycles of observation and feedback (as well as the resulting targeted professional development opportunities) and, as a result, may not make optimal use of feedback to improve their instructional practice. Teachers express that the feedback and next steps provided by the administration after the short observations are helpful. One teacher noted that the feedback always includes what is going well, what can be improved and one or two specific suggestions for what to try to achieve those improvements, and a more informal conversation is then followed up with an email. Another teacher said that the email she received from the administration following an observation included an inquiry as to what next steps the teacher felt would help her practice improve in a particular trouble spot. The teacher saw this as a very supportive way of encouraging her professional development. A new teacher appreciated the many observations she has had, as well as the time to meet with her mentor teachers (an Integrated Co-Teaching team), have inter-visitations with their classroom and even the opportunity to co-teach with them. Lastly, a well-regarded, eighteen year veteran teacher wanted to add that she trusts the administration’s perspective on her classroom and only wished that they had the time to come more often. The administrative team reflected that these feedback sessions have also been useful in helping them to focus in on what support teachers could most benefit from, how to form groups based on professional development needs, and where they need to be clearer about their expectations for teacher practice. Noticing that the lack of clarity about teacher goals resulted, in some instances, in less improvement in teaching practices than anticipated, the principal and assistant principals are already beginning to strategize about professional goal setting conversations with individual teachers in the fall.

Review Type:	Alt QR	Year:	2013	Page Number:	4	HEDI Rating:	E
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

- PS 261 will develop and introduce clear, detailed protocols for teacher observations and feedback
- By late October of 2013 school leaders will meet with all classroom teachers, teacher specialist and related service providers in an initial planning meeting to set goals for student progress, share professional goals, discuss the Danielson Framework for Teachers and its implications. Each school leader principal and two assistant principals will supervise and observe a specific cohort of teachers. Teachers will be divided into 3 cohorts, Upper grades, Lower grades and Teacher specialist/Related service providers. Principal will do a minimum of one observation in a specific domain on each

staff member; a minimum of five additional formal or informal observations will be implemented by cohort supervisors before the first week of June 2014. Teachers will receive feedback in the form of hand written notes, emails, and scheduled meetings.

Instructional Strategies/Activities

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

▪ **Strategies/activities that encompass the needs of identified subgroups**

1. School leaders, classroom teachers, related service providers and teacher specialist will meet every three weeks to discuss the progress of, and set new instructional goals for all ELL students, SWD and lowest third city wide students. Additional planning time in the form of monthly Friday half days will be provided for teachers on November 8,2014 January 10,February 7,March14,April 11 and May 9 2014 to allow teachers time to use feedback from formal and informal observations to look at student work, create or revise student goals and or ,meet with grade level teams
2. School Intervention Team will meet monthly to look specifically at SWD in self-contained, CT and SETTS class to offer recommendations based on formal and informal observations
3. Professional Development will be provided for teachers throughout the school year with a special focus on ELL student instruction and SWD.

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

1. School Leaders
2. Math Coach
3. Network support staff
4. Professional Development Companies-Metamorphosis,All Write Staff Development
5. School based support Team members
6. Classroom Teachers
7. Related Service providers
8. Teacher specialists

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

6. By January 2014 each classroom teacher, ESL teacher and SETTS teacher will receive one informal observation with feedback that provides effective instruction in the areas of ELA and Math.
7. The impact of this strategy is to provide school leaders with firsthand knowledge of student’s potential progress

▪ **Timeline for implementation and completion including start and end dates**

1. Start date: September 9, 2013-End Date June 9,2014
2. Six or more observations either formal or informal monthly from October 2013 to June 2014

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

1. Initial Planning Meeting(IPC) before end of October 2013
 - IPCs will be scheduled during teacher preps or during other periods of the week depending on coverage availability
 - Teacher Observations will happen weekly starting Oct 2013 and ending June 2014 formal observations will be scheduled with teachers, school leaders will create weekly schedules for informal observations.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Develop a school wide database that enables teachers and administrators to more easily aggregate and analyze data and identify school wide trends.

- Data from summative assessments, periodic assessments, and classroom level assessments, is systemically collected and reviewed by school leaders. Item skills analysis and classroom data form the basis for discussion when setting teacher and student goals as well as adjustments to the curriculum grade by grade. At teacher team meetings target population data is dissected in detail, and lowest third data defines interventions for students in need of support. Nevertheless, the school does not have a formalized database in which data is entered, and/or easily disaggregated and shared. Therefore, the school’s ability to consistently and quickly monitor subgroup trends is limited. This hampers the school’s capacity to improve achievement, and minimizes teacher use of technology as a valuable tool to scrutinize student progress

Review Type:	QR	Year:	2011-2012	Page Number:	6	HEDI Rating:	E/P
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

PS 261 by January of 2014 will develop a school wide database that will enable teachers and school leaders to more easily aggregate and analyze data and identify school trends for student progress and improved student performance. School leaders in collaboration with our network support team will develop a data system that will allow teachers to upload and view student progress in the areas of math, reading levels and writing performance. Per session will be paid to teachers to work after instructional hours on uploading recent data and as part of a data team use data to identify current trends and analyze data for the purpose of measuring student growth, reflecting on instructional practices, measuring validity of professional development and assessing observation feedback usefulness. Twelve teachers and one school administrator will begin in January of 2014 the teachers four self-contained, five ICT and three related service, specifically ESL and SETTS teachers will pilot the program in January teachers in third grade, depending on the pilots success will be added to the team in April 2014 and fourth grade teachers will be added in May 2014. Fifth grade teachers will receive staff development and training from third and fourth grade teachers in June of 2014 with a goal of enabling them to be part of the data team process in the Fall 2014 school year. School leaders will meet weekly from January 2014 until June 2014 to analyze data with a focus on using the information to assess staff development, make policy decisions and deepen observation feedback.

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

- Our pilot data team will be made up of the SETTS teachers, ESL teachers, ICT teachers and self-contained teachers. This team of teachers along with our special education assistant principal will meet monthly to upload and discuss data.
- Teachers will use TERC math assessments, DRAs and or running records and school made writing assessment every three weeks to measure student growth and progress.
- School leaders will meet weekly from January 2014 until June 2014 to further analyze student data for the purpose of identifying trends and deepen observation feedback.

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

- January 2014-school leaders
- January 2014-ICT teachers,SETTS teachers,ESL teachers, self-contained teachers
- April 2014 third grade teachers

4. May 2014 Fourth grade teachers
5. Network support team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. In February, April 2014 and June 2014 school leaders and network support team will meet to discuss effectiveness of data system. Progress will be measured by both teacher participation and student performance. 100% of target staff will participate
2. Positive teacher feedback will determine effectiveness as well
D. Timeline for implementation and completion including start and end dates
1. Monthly, from September-June
2. Every 3 Weeks, from September-June
3. Weekly, from January-June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Data system will begin in January of 2014 and end for the 2014 school year in June 2014

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Expand the protocol for the use of rubrics to ensure that all students have a clear understanding of their strengths and next steps. (2.2)										
<ul style="list-style-type: none"> Teams of teachers and individual teachers routinely augment summative data by analyzing a broad range of formative data such as Design your Own assessments, math unit assessments, running records, teacher conferences, Fountas and Pinnell reading levels, and grade level predictive examinations using previously released State assessments, adjusting instruction accordingly. However, though there are rubrics for each writing unit, the use of the rubrics is not consistently implemented relative to other unit protocols. Thus, evaluations of student writing are subjective and not easily monitored, as other areas of the curriculum. 										
Review Type:	QR	Year:	11-12	Page Number:	5	HEDI Rating:	E			

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
X	4.2 Instructional practices and strategies				X	4.3 Comprehensive plans for teaching			
	4.4 Classroom environment and culture					4.5 Use of data, instructional practices and student learning			

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
PS 261 will in October of 2013 begin in grade level meeting and inquiry team meetings with the assistance of our school based math coach and our partnership with Metamorphosis our contracted professional development develop rubrics specifically in math instruction. First with (October 2013) with our third through fifth grade teachers and in February 2014 our Kindergarten through second grade. This will involve assessing students in October, January and March using TERC assessments, and school made math interviews. Teachers will then meet in Inquiry Teams to look at student work with the purpose of identifying math understanding needs and create rubric to improve student understanding and performance.									

Instructional Strategies/Activities

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

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

1. Teachers will meet in Inquiry teams*grade level teams, and math leader teams during strategic points in the school year from October 2013 until May 2014 look at student work and create rubrics for each math unit of study aligned with the NYS CCLS in mathematics.

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

1. Math coach year round
2. Metamorphosis Professional Development Team October 2013 –May 2014
3. School leaders year round
4. Grades three-five October to May 2014
5. Grades K-two February 2014

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

1. Student performance of 80-85% level 3 by May 2014
2. Student progress in 80% of students by May 2014

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

1. Start date October 2013
2. End date May 2014

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

1. Metamorphosis will provide staff development from October 2013 to May 2014
2. Math coach will provide supports from October 2014 to May 2014

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

According to our NYC Progress Report 2012-2013 0.19 % students moved from SC/ICT/SETTS to less restrictive environment and 40.1% of all English Language Learners made progress school results "C" mid-range Proficient.

Review Type: Progress Report	Year: 2012-2013	Page Number: 5	HEDI Rating: Proficient
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 School leaders will use the data provided in the School Progress report 2012-2013 to identify both instructional trends and student social and emotional developmental health in high risk students.

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. School leaders will meet bimonthly with attendance team, pupil personnel team, and student intervention team to share concerns, create interventions and plan parent meetings and workshops with the purpose of improving student performance and progress in our SWD, ELL students and bottom third citywide.
- B. Key personnel and other resources used to implement each strategy/activity**
1. All classroom ad teacher specialist
 2. School leaders
 3. School guidance counselor
 4. School psychologist
 5. School social worker
 6. Related service providers-SETTS, Speech, OT,PT
 7. ESL team
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Decrease in teacher referrals for special education services by April 2014
 2. Increase by 30% in student attendance measured weekly from October 2013 to June 2014
 3. Increase by 7 percentage points of ELL students, Lowest third citywide, SC/ICT/SETTS students on NYS ELA exam by June 2014
 4. Increase of 7percentage points of ELL students, Lowest third citywide, SC/ICT/SETTS students on NYS Math Exam by June 2014
 5. Increase of movement from SC/ICT/SETTS to less restrictive environment by 10%
- D. Timeline for implementation and completion including start and end dates**
1. Bi-monthly meetings of student intervention team, pupil personnel team and attendance team will monitor student progress meetings will begin in Oct 2013 and end June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Meetings with staff will be scheduled bi-monthly SWD, ELL students and lowest third will be discussed on a rotating basis. Inteventions will be planned and a team designee will be in charge of monitoring each students progress.
 2. Each team member will monitor no more than 20 children and report progress to the team.
 3. Parent meetings will be held monthly on an as needs basis to discuss attendance and student needs
 4. ELL teachers and guidance counselor will hold Parent workshops to inform parents of strategies to support students at home, startegies to improve attendance and resources to support student and family social and emotional needs

Budget and Resource Alignment

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

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

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

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

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

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

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

Major Recommendation

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

According to our NYC Learning Environment Survey 2012-2013 12% of all parents would like to see stronger enrichment programs

Review Type:	NYC DOE Learning Environment Survey	Year:	2012-2013	Page Number:	7	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

Ps 261 will from October 2013-June 2014 increase the number of enrichment programs available for students grade Pre K –Five, adding language enrichment (Arabic) to all students grades K-2, increasing funding to arts enrichment (dance, music, drama and visual arts) enabling more partnerships with community based arts programs, hire a school librarian to provide school wide enrichments in literature, maintaining our current full time teacher specialists in visual arts, music, and dance, maintaining our school arts committee made up of parents and staff, scheduling monthly enrichment half days used to provide students with various outside enrichment partnerships as well as school based specialist, increasing the number of school wide assemblies from 3-5 per year to 6-10 per year.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Every student grades pre k-five will be involve in increased enrichment programs.
2. All self-contained classrooms will have additional arts enrichment scheduled weekly with our school based specialists
3. Will continue to employ one full time dance teacher, two full time music teachers, one full time visual arts teacher
4. We will add to our staff one part time language teacher and one full time language teacher
5. We will add to our staff one part time librarian
6. We will continue to have monthly Arts Committee meetings
7. We will add six additional enrichment half days to our schools 2013 2014 calendar
8. Add 3-5 additional enrichment assemblies to our school calendar

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

1. Teacher specialists in visual arts, dance music and language
2. School librarian
3. Arts committee members(parents and teachers volunteers)
4. Contracted community based arts vendors
 - Arts Connection
 - SWP Inc.
 - NY Historical Society

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

1. Decrease in parents wanting more enrichment programs by 2 percentage points
2. Student satisfaction

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

1. Starting September 9 2013 to June 24 2014

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

1. Full time arts specialist will follow the NYC Blueprint for Learning throughout the school year
 - Additional time will be embedded in the school schedule to allow for band, chorus and dance group practice
 - Through a grant from the Qatar Foundation and a partnership with Global Language Program we will offer every class Arabic language instruction from September 2013 to June 2014
 - Through a grant from our school’s PTA we will hire a part time librarian
 - Using TL funds we will bring in community based arts programs from November until May 2014

Using TL funds we will bring in community based arts programs to provide enrichment school assemblies
 Through Arts Committee funds each grade Pre K – Five will collaboratively choose an addition arts based community program to integrate CCLS social studies curriculum

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Early Morning Jumpstart Learning Leaders Teacher Tutors	Small group One on one	During school day Before school day After school day
Mathematics	Early morning Jumpstart Learning Leaders Teacher Tutors	Small group One on one	During school day Before school day After school day
Science	Early morning Jumpstart Learning Leaders Teacher Tutors	Small group One on one	During school day Before school day After school day
Social Studies	Early morning Jumpstart Learning Leaders Teacher Tutors	Small group One on one	During school day Before school day After school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk counseling-school guidance counselor Relationships are Fundamental-Center for Abuse	Small group	During school day

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

9. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- 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 15	Borough Brooklyn	School Number 261
School Name The Phillip Livingston School PS 261		

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 Zipporah Mills	Assistant Principal Jackie A. Joseph/Sara Apfel
Coach Marcy Mattera- Math Coach	Coach N/A
ESL Teacher Evelyn Aleman/Nina Fan	Guidance Counselor Christina Camaro
Teacher/Subject Area Marissa Torres GR.5	Parent
Teacher/Subject Area Judy Salazar-SETSS Teacher	Parent Coordinator Gerald Piper
Related Service Provider Lindsay Rosenberg- Speech Ther	Other
Network Leader(Only if working with the LAP team)	Other Kristtel Rocha-Biling- Speech

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	514	Total number of ELLs	65	ELLs as share of total student population (%)	12.65%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	4	4	2	4	5	4								23
Push-In						1								1
Total	4	4	2	4	5	5	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	38
SIFE	3	ELLs receiving service 4-6 years	28	Long-Term (completed 6+ years)	14

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		28			14	2		66
Total	24	1	0	28	0	0	14	2	0	66

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	6	7	9	11								39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	5	5	2	2	5	6								25
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													2
TOTAL	10	8	8	9	14	17	0	0	0	0	0	0	0	66

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	2	3	7	7								24

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	2	3	3	4	6								19
Advanced (A)	7	2	3	3	4	4								23
Total	9	8	8	9	15	17	0	0	0	0	0	0	0	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	2			14
4	11				11
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	8		2						10
4	11		1						12
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		2		3	1		1	8
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.
P.S 261 uses the data from several sources such as NYSESLAT, ARIS, ATS, and ELL Periodic Assessment to differentiate instruction for students acquiring language. The teachers at P.S. 261 also uses Teacher's College running records (Fountas and Pinnell), DRA, informal observations and attendance as a means to assess early literacy skills for ELLs. Currently, ELLs are reading below level as well as writing below level. Roughly half of our ELLs also have IEPs. We have continued to notice that our ELL's conversational language and overall participation in classroom lessons have decreased due to an increase of new ELLs. With the exception of the bus strike in 2012, the attendance for ELLs is stable. During the bus strike there was a decreased ELL population since they were dependent on the buses as a means of transportation. Other than during the bus strike, ELLs come to school on a consistent basis regardless of proficiency levels. NYSESLAT data reveals that ELLs and their teachers need to focus on writing. Consistently, ELLs score lowest in writing than in other modalities. The ESL department has begun an ESL inquiry group in order to focus on the needs of the students and ensure that teaching is aligned with the Common Core Learning Standards.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
See question 3
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](#))
Questions 2 and 3
According to the LAB-R, beginner ELLs are need to work on all four modalities of the NYSESLAT. The intermediate and advanced students need to focus on writing and decoding. PS 261 has been using Reading Reform for all Kindergarten and first grade ESL students. Periodic Assessment data suggests that the 3rd and 4th graders are scoring between 51% and 75% on the assessment. All 5th grader students are within the 26% to 50% range. Based on the data from the item analysis by grade the students discussed above are ELL students with IEPs in 12:1 self-contained classes. Several intervention programs have been put in place and continue to operate since 2011.
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?
 - 4a. The patterns noticed across all proficiencies and grades is that the students have a difficult time developing academic language. Since it takes approximately 5-7 years to develop CALP (cognitive academic language proficiency) many students have difficulty in the reading and writing sections of the NYSESLAT, but do far better in the Listening and Speaking portion. Focus on reading and writing is important to ensure that the ELLs will continue to advance in language acquisition. Since ELLs are in freestanding ESL programs they do not take tests in their native language.
 - 4b. The school leadership and teachers use the results of the ELL Periodic Assessments to properly assess the strengths and weaknesses of our ELLs. PS 261 is able to use the Periodic Assessments to target deficiencies and support ELLs with targeted skill.
 - 4c. Many of our ELLs in the upper grades are students with disabilities. Using differentiated instruction and focusing in the four modalities would help to strengthen their language acquisition. Looking at the Periodic Assessments, we learned that we need to focus on improving writing skills, reading comprehension, grammar and teaching students to infer. Individualized attention and small group instruction.
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](#).)
By requiring that all parents fill out the HLIS, we identify ELLs as soon as they begin as a new student in the New York City school system. If they are indeed an ELL, then they begin receiving services with the ESL department. In both ESL and classroom classes, ELLs are assessed in literacy and competency skills in their classroom. ELLs also receive targeted instructional support in conjunction with language support. Language is taken into consideration when students are not meeting grade standards. PS 261, uses guided reading as one form of RTI. By using guided reading targeted instruction can be not only directed at ELLs, but working in a small group setting, the ELL providers, Nina and Evelyn can properly assess each student. Each student has a guided reading file

in a binder and the ELLs providers can use this data to see the strengths and weaknesses of the students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
During the beginning of the school year, PS 261 uses the data taken from the Home Language Information survey, the informal interview and the ELPC screen of ATS to determine the second language needs of the students. The classroom teacher and the ELL providers work closely with each other to make sure each student's needs are being met. The administration ensures that there are plenty of resources for ELLs to use both tangible materials and online resources.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At the beginning of the year, the ELL providers, Evelyn Aleman and Nina Fan, look at the results of the NYSESLAT and NYS ELA exam to see what the students need to work on. Once the teachers have the TC running records/DRA, attendance, they are given to the ELL providers to analyze, as well. The ELL providers assess the ELLs students to ensure that the students are successfully understanding the topics covered. It is challenging for the ELL-SWD to meet the AYP, however other ELLs generally meet AYPs.

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](#).)
To identify new ELLs at PS 261, all parents of any new admits to the New York City Public School system are given the Home Language Identification Survey to fill out. If the parents speak a language other than English and the HLIS is available in their home language, then it is given to them. At the time the survey is given, a licensed pedagogue, Evelyn Aleman or Nina Fan (who are both TESOL licensed teachers), are trained to identify ELLs. The ELL teachers work in conjunction with the parents to fill out the form as accurately as possible. The ELL teachers assist the parents on how to fill out the HLIS. If translation is needed, Evelyn Aleman can translate for the Spanish speaking parents. Heba Omar, a paraprofessional, translates for the Arabic speaking parents in the presence of one of the ELL providers. If Chinese is needed, Nina Fan, the ELL coordinator will translate. For all other languages, if there is no one to translate, then the ELL providers will try and accommodate each language by checking the Department of Education website for the eleven most commonly spoken languages in America or finding a translator. The ELL teachers will also perform an informal interview to establish whether or not the child will need to be given the LAB-R based on both the survey and interview response. If the survey indicates that the home language is something other than English or if it is both English and other language, and the student's informal interview shows that the LAB-R is needed, then the student is given the LAB-R to assess the students' language skills. If the parents indicated that Spanish is the home language, then Evelyn Aleman, the ESL teacher, administers the Spanish LAB to establish language dominance for Spanish speakers. Both LABs are completed within the first ten days of school. Nina Fan and Evelyn Aleman analyzes the results of the LAB-R to determine the amount of time that the students will be serviced and the levels of each student. The ESL teachers make copies of the HLIS and the LAB results. These copies are placed into the ESL binder in the ESL classroom. The HLIS originals are placed in the main office, while the LAB-R and the Spanish LAB results are sent to David Raphael.
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.
At the start of each school year, after registration, parents of students that are identified as ELLs by the LAB-R, are invited in to learn more about the various programs NYC has to offer. PS 261's ELL department, which consists of Evelyn Aleman and Nina

Fan, are responsible for sending home brochures provided by the DOE website, which includes a brief explanation of each program. The ELL providers also send home an invitation for orientation, entitlement letters, parent survey and selection form. If a student does not qualify for ELL services, a non-entitlement letter is sent home. At the same time, previously identified ELLs will receive either continued entitlement letters, or non-entitlement letters, if they scored proficient on the NYSESLAT. When the parents attend orientation, they are given the same packet that was sent home, if needed. The ELL providers then explain to the parents that New York City offers a choice of freestanding ESL, Transitional Bilingual, and Dual Language programs. They are told that PS 261 currently offers freestanding ESL, which generally has students from many different native-language backgrounds and English is the only common language among the students, but native language support is used, when ever possible. The parents are free to choose the program that serves their child best. We tell the parents that in a transitional bilingual program the students receive Native Language Arts along with an English as a Second Language component. The Transitional Bilingual Program was designed so that students can develop conceptual skills in their native language as they learn English. In the first year of a Transitional Bilingual Program, TBE students should receive 60% of instruction in their native language and 40% in English. The Dual Language Program serves both ELLs and student whose first language is English and are interested in learning a second language. This model would allow students to become bilingual. Students in Dual Language Programs would receive half of their instruction in English and half in the second language. If they choose either Transistional Bilingual or Dual Language Programs, then they are given two options. The first option is that Evelyn Aleman and Nina Fan, the ELL providers will find an alternative school that meets their standards. The second option is that they can choose to allow their child to remain at PS 261 and, if 20 students of the same language and grade level show interest in transitional bilingual or dual language programs then one will be created and a letter will be sent home in both English and the home language. The parents also watch the orientation video during orientation. The orientation video is provided on the Department of Education website in eleven different languages. Since the ESL room has three computers multiple videos in different languages can run at the same time, so that we can best accommodate the parents, will be given the survey where they choose which program to place their children in. If the parent does not attend orientation, then Evelyn Aleman or Nina Fan will contact the parent at home. If translation is needed, Heba Omar, an Arabic speaking paraprofessional, will translate in Arabic. Evelyn Aleman, ELL provider, will translate for Spanish. Nina Fan, ELL provider, will translate for Chinese. If all means of communication has been exhausted and the parents did not choose a program for the child, then they are This process is completed within 10 days of school.

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 [\[see tool kit\]](#).)

When the parents are invited to attend orientation for parents of newly enrolled ELLs, by the ELL providers, Nina Fan and Evelyn Aleman, a packet including the ELL Parent Brochure, Parents' Preferred Language Form, Entitlement letter, Parent Survey and Selection Form is sent home. The packet does not need to be filled out until after orientation, but the parents should bring the packet to orientation. If they did not receive the packet, there are extra copies at orientation. As stated in the response to question 2, this orientation outlines the freestanding ESL, Transitional Bilingual and Dual Language programs available to ELLs in the New York City school system. The ESL department, Evelyn Aleman and Nina Fan, are responsible for ensuring the parents understand the different programs offered. The parents fill out the forms at the orientation and return the forms prior to leaving orientation. When the ELL providers receive all the forms copies are made and the originals are put in the student's file. The copies are placed in the ESL binders. Once that has been completed the Placement Letters are sent home confirming the parent's decision and a copy is kept both in the student's file and in the ESL binder.

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.

At orientation parents are informed of the three available programs in NYC schools. Once the parents make their decision and the Parent Survey and Program Selection form is returned, then the Placement letters are distributed to the parents. PS 261 keeps the Parent Survey and Program Selection forms, Placement Letters in the student files and the ESL binder will also have a copy.

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

The NYSESLAT is administered in the spring. The Assistant Principal, Sara Apfel, along with the ESL teachers, Evelyn Aleman and Nina Fan are responsible for administering the test. First, the ELL providers run the RLER on ATS to determine the number of students that will take the NYSESLAT. Then the ELL providers and the Assistant Principal and The NYSESLAT will determine if the students will continue to receive ESL services for the following school year. The NYSESLAT is administered under all necessary ELL testing security measures. Students are tested in a separate location, in groups no bigger than 12 on three different days. These three days covers the reading, listening and writing modalities. Speaking is tested throughout the month

since it must be done individually.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The most popular program in this school is the freestanding ESL program. During the parent orientation, Evelyn Aleman and Nina Fan outlines the three programs for the parents. If translation is needed Evelyn would translate for the Spanish speaking parents, while Nina would translate for the Chinese parents. Heba Omar would translate for the Arabic-speaking parents. The current trend in parent choice is the freestanding ESL program. At this time, there are not enough students to open a bilingual program, however, should the numbers change, PS 261 will re-evaluate the programs. The trend in parent choice is that the parents most often choose freestanding ESL.

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])?

PS 261 implements a push-in/pullout model for freestanding ESL instruction. After Evelyn Aleman and Nina Fan evaluate the students, they decide which groups to teach. Beginner and intermediate students receive 360 minutes of instruction while advanced students receive 180 minutes as per allotted based on the NYSESLAT. Evelyn works with the younger students while Nina teaches the upper level students. Evelyn pulls-out the students, while Nina pushes in and pulls out. The current freestanding ESL program has 65 ELLs. There are no self contained ESL classrooms at this time. The students are in K-5 classes with about 20-25 students per class. The freestanding ESL program currently serves 65 students using push-in and pull out. Pullout is separated by grade and language level. The push-in class is a bridge 12:1 class. All other students are in general education or ICT classes.

At PS 261, two ESL teachers service the 65 students. Evelyn Aleman is full time and pulls out five days a week. She teaches K-5 using a variety of methods including using guided reading, Leaptrack, Rosetta Stone, Words Their Way for English Language Learners. Nina Fan is the part-time ESL teacher. She mainly works with the 4th and 5th grade students. She also uses guided reading, Words Their Way and focuses on writing skills, which is the most difficult modality for ELLs in the NYSESLAT.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ELL providers pullout and push-in for the mandated numbers of instructional minutes. Begininers and intermediate students receive 360 mandated minutes, while advanced students receive 180 mandated minutes of ESL instruction per week. For ELA, students at the Advanced level receive 180 minutes of ELA 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.

ELLs stay in the classroom to receive content area instruction. The instructional methods include differentiated texts to support reading levels, guided reading, various graphic organizers, and text-rich environments. All teachers use the Teacher's College workshop model. The model includes mini-lessons that have teacher modeling, scaffolding and independent practice with conferring. On going assessments include reading and writing conferences. ESL teachers

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

Since we do not offer a bilingual program at this time, ELLs are not evaluated in their native language. The only exception is when the Spanish speaking students take the Spanish Lab. The Spanish Lab determines language dominance.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using a variety of assessments like Fountas and Pinnell reading levels, periodic writing assessments, both formal and informal listening and speaking assessments the ELL provider can appropriately evaluate ELLs in all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a.SIFE students receive Early Jumpstart and mandated hours. They are chosen for an after school ESL program where they focus on studying strategies. Beginning in spring there is a Saturday test prep program.

6b. Newcomers are paired with English-speaking students from a simliar background, if possible. If not, then they are paired with students who enjoy helping their peers. This is a mutually beneficial relationship where both students learn from each other.

Newcomers can learn nuances of American culture from their peers in an academic environment. Their peers are exposed to a different point of view. Newcomers literate in their native language can use the strategies they learn in their native language and apply it to English. New comers also attend Early Jumpstart, after-school programs and the Saturday test prep.

6c. ELLs are separate by levels, in order to focus on similar levels. Allowing ELLs with similar proficiency levels to work together allows the ELL providers to focus on learning strategies. ELLs are invited to the Saturday Scholars program, which is a literacy and language program taught by the staff of Global Language Project.

6d. Long-term ELLs receive an additional 37.5 min of small group instruction three days a week. We have an inquiry group that focuses on writing throughout the school year for long term ELLs along with ELLs that have been here for 4-6 years.

6e. Former ELLs are allotted extended time for city exams for two additional years have scoring proficient on the NYSESLAT. ESL teachers also keep in touch with the teachers to ensure former ELLs are not struggling in classes. Former ELLs are also allowed to test in a separate testing environment. Former ELLs are entitled to a third reading of listening section in grades 3-8 for the ELA, as well as bilingual dictionaries. Former ELLs have the choice of using English and Alternative Language Editions of the State exams, if their language is a lower-incidence language then oral translation can be used. For ELLs who choose Native Language Exams may also write their responses in their native language for open-ended questions.

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?

Instructional strategies used for ELL-SWDs are the Wilson program and Reading Reform. Materials used that provide access to academic content areas iPads, apps, worksheets from online and leaptrack. Native language materials used are dictionaries, bilingual books, bilingual websites. Some examples of native language texts used are the Oxford Picture Dictionary for Children, which comes in multiple languages. At PS 261, we mainly use the Arabic and Spanish versions, but there are other languages available. There are also bilingual books that are used by both the ELL providers and the children to develop literacy skills.

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?

PS 261 modifies the curriculum by using a mix of push-in and pull out. By having small group settings the students can focus on the material at hand. The instructor can also provide ELL-SWDs with individualized attention to better achieve their IEP goals. We try to mainstream whenever possible. Generally this is done one or two periods out of the day. All ELLs and self contained students are joined with another appropriate grade level class during all specials.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Targeted Intervention programs English Language Arts:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Provide high-interest, low level independent reading books for ELLs both in their native language and in English.
- * Create a print rich environment, using ESL dictionaries in an ELA classroom.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Reading Reform for ELL students, after-school ESL program and Early Morning Jumpstart.

Targeted Intervention programs in Social Studies Content Area:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Create a print rich environment, using ESL dictionaries in a Social Studies classroom.
- * Provide content vocabulary support.
- * Ensure all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.

Targeted Interventions for LAP in Mathematics Content Area:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in math, like using English in word problems and collaborative group work.
- * Allow students to communicate their problem solving skills in Math.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Incorporate writing in the math lesson.
- * Students work closely with the Math Coach
- * Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction.
- * Math after-school program.

Targeted Intervention program in Science Content Area

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in scientific words.
- * Create a print rich environment, using ESL dictionaries in a Science classroom.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Provide content vocabulary support.

Plan for ELLs Requiring Intervention Support:

If intervention is required, PS 261 has a multitude of providers willing to provide additional support. There are two bilingual speech therapists. The ELLs that need to be in ICT or 12:1 classes are placed into those classrooms for extra support. SIFE students and their level of English and academic success will vary, as will our instructional approaches and classroom modifications. SETSS, Speech and AIS services provided are reflective of each student's IEP goals and review of ongoing assessment data.

ELLs are entitled to testing accommodations for local and state assessments. Targeted intervention programs are with the Math coach and the Early Morning Jumpstart program. ELLs also have monthly conferences with the ELL providers. In addition, other interventions are implemented based on student need, as seen from data. Native Language speech service is provided for Spanish-speaking ELLs.

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

The current program is split between the two ELL providers. Evelyn Aleman is the full time ESL teacher. She works with the beginner students grades K-3, along with several of the upper grade students. She meets with her groups five days a week to work on all four modalities. Nina Fan is the part-time ESL teacher. She works with grades 3-5 for two and a half days a week. The students she works with are advanced. Evelyn and Nina decided that by splitting up the grades by levels would work best, since Nina is only at PS 261 for half of the week. Evelyn works with the classroom teachers on Monday mornings to ensure that the content and language development goals are being met. Nina works with the classroom teachers on Tuesday morning to incorporate similar goals into her lessons. Both Evelyn and Nina work with students for the Early Morning Jumpstart program to help lower level students become more fluent in English. PS 261 uses the NYSESLAT, DRAs, ELA, Science and Math assessments as the assessments used. The assessments are reviewed in the beginning of the school year, middle of the school year and the end of the school year. However, both ELL providers will also review assessments periodically, as needed.

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

Our greatest hope this year is to continue to work closely with the network to continue to support ELLs. This year we have a new addition to the ESL staff so that the ELLs can be serviced

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

No programs or services will be discontinued this year.

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

ELLs are given equal access to all school programs by offering a variety of school programs open to all students. Math and ELA help specifically designed for ELLs is also offered. ELLs work with the ESL provider during extended day for extra English support. During the school day, there are a variety of standard curricular classes including ELA, Math, Science, Social Studies and Physical Education. In addition, Art, Technology, Music, Chorus, and Arabic are offered as electives.

After school extracurricular activities include chess, photography, yearbook, basketball, bookclub, and arts and crafts.

All students including ELLs are afforded equal access to all programs available. The school makes every effort to translate any notices in the parents preferred language to ensure that the students will be given the same chances. The school has an early morning Jumpstart program where students come in for extra help. There are also after-school reading, writing and math 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)?

At PS 261, we use native language books, both Spanish and Arabic, bilingual dictionaries, and glossaries as instructional materials to support ELLs. ELLs also use technology in the form of iPads, word processing programs, and the Internet. A few other resources used at PS 261 are Words Their Way for ELLs, Leapfrog, BrainPopJr. for both content area and ESL.

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

Native language support is dependent on the student's knowledge of their native language. We incorporate as many native language resources as possible including, but not limited to native language books, bilingual dictionaries, translation services and technology. There is an Arabic language class offered to the students, which promotes the use of language at a young age. It also allows the Arabic speaking students an opportunity to learn Arabic in an academic setting. Using technological resources like iPads, various educational websites online, and Google Translate, is also important for native language support. At this time, PS 261 does not have TBE or Dual Language programs, however, if it is implemented Native Language instruction will be provided in both programs. In a TBE program 60% of the instruction will be in the Native Language and 40% will be in English in the first year. For Dual Language programs, 50% of instruction is in English and 50% is in the other language.

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

Required services and support always respond to ELLs's ages and grade level since we provide intervention in the students' grade. Students are placed according to age ensuring that they are with peers who are around the same age.

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.

Newly enrolled ELLs meet the ELL provider, support staff, and parent coordinator prior to the start of the new year. They can

tour the school building and the ELL provider provides the new ELLs a brief orientation where their parents can address any questions or concerns.

18. What language electives are offered to ELLs?

We offer Arabic as a language objective. It is through a special program with Global Language.

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.

To maintain ELL training for all staff the administration assess the need based on noticing, trends and staff feedback. The administration works closely with the ELL providers, and Network support to design professional development based on the feedback gathered. Every year, PS 261 incorporates one full-day session of professional development workshop specifically designed for ELL instruction, which addresses the pedagogical and curricular requirements that are aligned to the Common Core. The math and literacy coaches, Karen Kaz and Marcy Mattera, organize cycles throughout all Special Education and ICT classes, which contains majority of our ELL population. The ESL inquiry team also shares at the monthly staff meetings.

Proposed Math Professional Development Plan

2013-2014 (revised as of Oct. 31, 2013)

Professional Development Goal	Dates	Teachers Involved	Cost	Total Cost
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Metamorphosis

Learning Communities To develop leadership within each grade

(LC's are on various topics) Math Leaders

K-Robyn 10/8, 11/12, 12/3, 2/4

1- Jamie G. 2/11,2/25,3/4, 3/25

2- Anne 3/6, 3/13,3/20,3/27

4/5- Megan and Jamie

11/26, 12/10, 1/14, 1/28

\$1,200 per teacher + 16 sub days (4 per teacher) \$6,000

+ \$2400 (subs)=

\$8,400

Coach Learning Collaborative To provide ongoing staff development for the coach 10/18

11/22

12/13

1/17

2/28

3/28 Marcy \$1,200 \$1,200

Planning Days Focus on mapping out curriculum for the 2014-2015 school year, examining CCSS K 5/27

1 5/28

2 5/29

3 5/30

4 6/2

5 6/3 k-Robyn

1-Jamie G.

2-Anne

3- Kim

4- Megan

5- Jamie S. \$2,000

(for all 6 sessions) \$2,000

+ \$1,200 (subs)=

\$3,200

4 day Institute-Grades K-2: Developing Big Ideas, Strategies, and Models in Early Number, Addition, and Subtraction

Focus on specific grade level content 12/4

1/8

1/29

2/26 Patrick Fryman
Rebecca Austern
Melissa Farran
Danielle Taylor Brocco
Alexandra Catanzaro
Jamie Fidler 4 teachers
Paid for by network
(find out how many are paid?) Paid by Network
4 day Institute
Grades 3-5: Developing Big Ideas, Strategies, and Models in Multiplication and Division

Focus on specific grade level content 12/11
1/15
2/5
3/5 Gr. 3-
Kim
Sherley

Removed Lindsay \$750 per teacher \$2,250 + \$2400 (subs)=
\$4650

4 day Institute-Grades 3-6: Developing Big Ideas, Strategies, and Models in Fractions, Decimals, and Percents Focus on
specific grade level content 11/20

12/18
1/22
2/12 Gr. 4-
Kelly Nowlin
Clarisse Galaher

Gr. 5-
Marietta Alonzo
Tara McHugh
Rita Perez
Catherine Pacilio
Marissa Torres 6 teachers

Paid for by network
Paid for by network

FULL One day Institute-
Grades K-3

Developing the Basic Facts in Add/Sub Using Routines, Games, and Guided Mini-Lessons To support teachers in Grade 1
in developing computational fluency November 21 Grade 1-

Alexandra + Katie (SETTS teacher)
Kleoneke \$200 per teacher FULL-WAIT LIST

FULL Grades K---5: Developing Problem Solving Strategies in Mathematics Grade 4 (10/10, 10/11) Location: TBD Nan
Colleen

Judy (SETTS)
Katie (SETTS) \$375 per teacher FULL-WAIT LIST

Grades K-5
Developing tools for Effective Conferring To support teachers in effective conferring to support differentiation 1/30

1/31 Melissa Ledner (K)
Lindsay Frey (3) \$375 per teacher \$1125 +

\$1200 (subs)=

\$2325

One day Institute-

Grades 3-5

Developing the Basic Facts in Multiplication/Division Using Routines, Games, and Guided Mini-Lessons To support teachers in Grade 3-5 in developing computational fluency October 16 Grade 3:

Kleoneke (jury duty) did not attend

Nadya

Judy Salizar (SETTS) \$200 per teacher \$400 + \$200(sub for Nadya)=

\$600

Administrator Day

June 12, 2014

Zipp, Jackie or Sara (or all)

FREE

On-site Staff Development

(Stephanie Slabic)

Work with Grade 4 on Developing content knowledge inn Fractions and build routines & structures for

problem solving 11/18

11/25

12/2

12/9

12/16 ??

David

david@lucywestpd.com

TOTAL COST:

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents along with students are invited to all school related events such as publishing parties, book fairs, writing celebrations, and school trips. Parents are informed about all PTA meeting and encouraged to join. The ESL department also hosts potlucks during the holidays, especially for the families of ELLs to integrate different cultures and allow parents to view what their students are working on at school. The school also keeps parents informed about the workshops for parents where transportation is included. The ESL department informs parents about speakers of interest at OELL. Since there is a high Arabic and Spanish speaking population there are two main translators at our school. Heba Omar, a paraprofessional, assists the ESL department, Evelyn Aleman and Nina Fan, in contacting the Arabic speaking families about parental involvement. Evelyn Aleman translates for the Spanish speaking families.
 2. Our school partners with the Arab-American Family Support Center and the Global Learning I. The Arab-American Family Support Center works to assist Arab-American families in acquiring social services. They have worked alongside PS 261 to create after-school, summer and weekend programs and adult ESL and literacy classes. The Support Center also has classes that assist in citizenship, legal assistance and healthcare.
 3. PS 261 evaluates the needs of the students by first using the Home Language Information Survey. The Home Language Information Survey allows us to identify the language that is most commonly spoken at home. It also tells the ELL coordinator if a student needs to be tested to see if they qualify for services. If the student is found eligible for ESL services, then the process of informing the parents of their rights begins. At the parent orientation for ELLs, the Parent Selection and Program Selection form is collected. If any parent did not receive the form, then there are also copies available at the orientation meeting. Once the forms are collected, the data is analyzed and parental choice is recorded on the ELPC screen in ATS. The forms are copied and the originals are placed in student files, while the copy goes into the ESL binder.
 4. PS 261's parental involvement activities address the needs of the parents two-fold. First, the parents are given an opportunity to interact with other parents in the school. This allows them to be exposed not only to school culture but also learning and understanding of the community itself. The parents are also given an opportunity to learn from each other and from the teachers, as well.

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: PS 261**School DBN: 102**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zipporah Mills	Principal		1/9/14
Sara Apfel	Assistant Principal		1/9/14
Gerard Piper	Parent Coordinator		1/9/14
Nina Fan	ESL Teacher		1/9/14
Beau Ranhanheim	Parent		1/9/14
Marissa Torres	Teacher/Subject Area		1/9/14
Judy Salazar	Teacher/Subject Area		1/9/14
Marcy Mattera	Coach		1/9/14
	Coach		1/1/01
Christina Camaro	Guidance Counselor		1/9/14
	Network Leader		1/1/01
Evelyn Aleman	Other <u>ESL Teacher</u>		1/9/14
Lindsey Rosenberg	Other <u>Speech</u>		1/9/14
Kristtel Rocha-Billing	Other <u>Speech</u>		1/9/14
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

P.S. 261's written translation and oral interpretation needs are assessed using data that is collected from the following sources: the Home Language Identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Teacher association meetings and during parent workshops. ESL teachers and other school faculty analyze this information and determine into which languages, school documents, addresses and announcements must be translated.

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.

Based upon the data collection and analysis described in the section above, and in consideration of school demographics, P.S. has found that school documents, addresses, and announcements must be translated or interpreted into the following languages (in order of dominance): Spanish, Arabic, Polish, Bengali, and Cantonese. The ESL teachers reported these findings to classroom teachers at the beginning of the school year in relation to their class population. Additionally, the Parent coordinator and school administrators were made aware of P.S. 261's linguistic diversity in order to make the appropriate accommodations for communicating with students' families.

Part B: Strategies and Activities

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

P.S. 261 provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff and DOE retired educators who are parents translate progress reports, at risk educational plans, field trip notices, and any other documents that are sent home to students' families. Additionally, the ESL teachers look to the Department of Education website to retrieve common forms and applications that have been translated by the New York City's Office of English Language Learners into various languages.

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.

P.S. 261's oral interpretation service needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher conferences, curriculum teas, IEP meetings, and during meetings for children who are at risk of meeting promotion criteria.

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>.

In addition to the above description of P.S.261's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellors' regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language. In addition to the above description of P.S. 261's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellors' regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental rights and responsibilities,

including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS261	DBN: 15K261
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 61
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct instruction supplemental program will happen in 3 parts one program will take place afterschool Wednesdays and Thursdays from 3:00PM to 4:30PM. The program will begin November 5, 2012 through May 27, 2013 for a total of 50 hours. There will be one ESL licensed teacher for the program. The program will target ESL students in general education and special education grades 1-5. The after school program will start off with direct instruction using appropriate procedures to assess the knowledge of ELL students. The school has taken on building student portfolio's and the ESL teacher will review their assessments and create academic goals in partnership with the classroom teacher. Students will work on their literacy skills with a focus on both reading and writing. The students will use guided reading books, books of poetry, non-fiction, and fiction. At the end of February, the students will shift to a test prep format in preparation for the ELA and NYSESLAT exams.

In addition to an afterschool program there will be a Saturday ELL Academy for students in grades 3, 4 and 5. The program will take place for 9 Saturdays in November through May from 9 AM to 12 PM, using 4 certified ESL teachers who focus on small group literacy instruction, word study, reading strategies and writing.

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: Beginning in November of 2012, we will run a study group (3:15 -4:15) with 5 teachers, 2 of the teacher will be licensed ESL/bilingual and the additional 3 teachers will be special education self contained teacher with 5 or more ELL students in their class. The study group will be held once monthly throughout the duration of the school year. The teachers will work with NYSESLAT scores and from the book Authentic Assessment for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce. The teachers will study Moving Toward Authentic Assessment for ELL students week 1, Designing Authentic Assessments for ELL students week 2, Oral Language Assessments for ELL students week 3, Reading Assessments for ELLs students week 5, Writing Assessments for ELL students week 6, Content Area Assessments week 7 the last week teachers will share student portfolios and create an inquiry questions to focus on in the Fall for ELL students. The study group will be used to help

Part C: Professional Development

increase and monitor language acquisition for our ELL students.

Part D: Parental Engagement Activities

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

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

Begin description here: Our math, reading and administrative staff will conduct monthly workshops the workshops that will inform ELL parents of the following topics:

Test requirements and ELL students
 Supporting ELLs with Math strategies
 Reading to ELL children

Workshops will be held October 18,2012,November 15,2012,January 29,2013,March7,2013,May 9, 2013 from 8:30AM -9:30AM

Workshop facilitators will be Evelyn Aleman-ESL teacher,Zipporiah Mills Principal, Jackie Allen-Joseph assistant principal and Sara Cookingham assistant principal

Money for Parental Engagment is already embedded in the school budget.

The purpose of each of our workshops is to help parents understand how to support student learning and share the schools academic expectations for ELLs. Parent activities/meetings will be in house. Informational materials for parents of ELL's will be provided during our parent teacher conferences which are held in November and March.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	Teacher study group November-April, 1 session per month. Group of 5 teachers. one hour per session 5 tchrs x 5	Direct instruction After school program 50 x 50.19 = \$2,500

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>sessions x 1 hrs x 50.19</p> <p>=</p> <p>\$ 1,252</p> <p>After school program for ELLs November - May - 1 teacher licensed ELL</p> <p>\$ 2,500</p> <p>Saturday ELL Academy- November-April</p> <p>\$5,400</p>	<p>Saturday ELL Academy</p> <p>4 teachers x 9 Saturdays</p> <p>3hours x 50.19=\$5,400</p> <p>Total: \$7,900</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>\$1,252</p>	
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$2038</p>	<p>Materials purchased will include: NYSESLAT test preparation material are needed to help support those beginner ESL students in what the NYSESLAT looks like. Lastly, lower level guided reading text are needed.</p> <p>\$650</p> <p>Fiction and non fiction guided reading books.</p> <p>1088</p> <p>Teacher study group books and parent books</p> <p>\$300</p>
<p>Educational Software (Object Code 199)</p>	<p>N/A</p>	<p>N/A</p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$11,200	N/A