



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ROLAND HAYES IS 291
DBN (i.e. 01M001): 32K291
Principal: JACQUELINE ROSADO
Principal Email: JROSADO3@SCHOOLS.NYC.GOV
Superintendent: LILLIAN DRUCK
Network Leader: DANIEL PURUS

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
Jacqueline Rosado	*Principal or Designee	
Shanieka Johnson	*UFT Chapter Leader or Designee	
Cynthia Hair	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ms. Drummond	Member/ Parent Representative	
Bessie Harris	Member/ Parent Representative	
Pauline Carbado	Member/ Staff	
Noelia Maldonado	Member/ Parent Representative	
Mr. Vega	Member/ Parent Representative	
Ivan Rivera	Member/ Staff	
Juli-Ann Waite	Member/ Staff	
Paulina Jennings	Member/ Staff	
	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 15 and 16. 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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 14 of the SCEP.

SCEP Checklist

All Schools

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

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 32K291

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	514	SIG Recipient	Yes
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	12	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2013-14)					
# Visual Arts	9	# Music	8	# Drama	N/A
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.0%	% Attendance Rate			88.5%
% Free Lunch	88.8%	% Reduced Lunch			3.2%
% Limited English Proficient	26.4%	% Students with Disabilities			20.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			19.5%
% Hispanic or Latino	77.5%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	1.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals			3
# of Deans	1	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			2.3%
% Teaching with Fewer Than 3 Years of Experience	10.2%	Average Teacher Absences			6.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.7%	Mathematics Performance at levels 3 & 4			4.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			50.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
The goals described in the 12-13 SCEP were developed in consultation with all stakeholders of the IS 291 community.							
Describe the areas for improvement in your school's 12-13 SCEP.							
The following were areas for improvement in our 12-13 SCEP:							
<ul style="list-style-type: none"> ·Decisions concerning human, programmatic, and fiscal capital in order to ensure that the school is staffed with 95% highly qualified teachers. ·All content area teachers across grades 6-8 will collaborate in teams to create two CCLS aligned units which will incorporate the arts, and technology, to implement during the school year. ·All math teachers in grades 6-8 will utilize the assessment data obtained from benchmark math assessments in order to drive instruction and improve student achievement; as evidenced by a 6% increase on the math benchmark assessments. ·ELA interdisciplinary units of study will include multiple entry points to promote learning for ELLs and SWDs that include considerations to students' social and emotional development, as evidenced in the curriculum. ·There will be a 10% increase of parent involvement opportunities; monthly parent meetings, and workshop opportunities for parents to effectively participate in their children's education, as measured by agendas and attendance sheets. 							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
One of the major challenges for the school has been the lack of personnel and financial resources over previous years. Financial resources are necessary in order to promote sustainable change and build capacity within the current staff. In spite of being stifled by the lack of funding for so many years, the money allocated to the school through Priority/Focus has allowed for the various programs needed in order to provide students with additional academic support.							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
The 12-13 SCEP was completely implemented.							
Were all the goals within your school's 12-13 SCEP accomplished?				X	Yes		No
If all the goals were not accomplished, provide an explanation.							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				X	Yes		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.				
A barrier and challenge in implementing the 13-14 SCEP is the scheduling and timing of the professional development written into the SIG. SIG funding was not received until late October and it prevented the school from moving forward with timely professional development. Professional development that was planned for the summer and early September could not take place.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
English Language Learners, Students with Disabilities, and Overage students will be more proficient in English Language Arts and Mathematics and continue to make progress towards meeting Common Core Learning Standards.				
Describe how the school leader(s) will communicate with school staff and the community.				
Communication will be achieved by consulting with the School Leadership Team which will be involved with planning and continue to be apprised of the progress and asked for feedback, monthly Faculty Conferences, and Parent-Teacher Association Meetings.				
Describe your theory of action at the core of your school's SCEP.				
Our theory of action at the core of our SCEP is to create a document that targets our areas of need and outlines a plan of action				

to strengthen those identified areas and move our students toward the goal of career and college readiness in the most efficient fashion possible.

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

Our strategy includes the continuous evaluation of the systems and structures established by the Principal in order to ensure effective implementation of all programs and initiatives.

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

Our SCEP will ensure that we fully implement the SIG, and fully utilize these funds to enhance teacher development and improve student achievement.

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

Structures have been established that include the monitoring and revisiting of the improvement plan. Time has been dedicated to the careful monitoring and review of the plan with school leaders.

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).			
QR – Promote consistency in the use of instructional strategies and the delivery of lessons so that they fully challenge thinking to improve student learning.			
Review Type:	Quality Review	Year:	2012-2013
		Page Number:	5
		HEDI Rating:	D

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.
By June 2014 in order to ensure timely instructional feedback, all school administrators will use the Danielson Framework to conduct weekly SFO's (short frequent observations) in ELA, Math, and Science, as evidenced in the Advance Platform.

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. Danielson/Partnership Organization - in order to ensure instructional coherence 2. Weekly SFOs (short frequent observations) 3. Talent coach Job Embedded PD
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, Danielson Group 2. Administration 3. Administration, Network Staff, Danielson Group
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Administrators will be calibrated in the Danielson Rubric 2. SFO will be routinized 3. Administrators will be calibrated in the Danielson Rubric & results will be entered in Advance
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014 / ongoing - weekly SFO's and monthly calibration meetings 2. October 2013 through June 2014 / ongoing - weekly SFO's and monthly calibration meetings 3. September 2013 through June 2014 / ongoing
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Danielson Partnership / SIG allocation = See Galaxy 3 supervisors x 2hrs p/s x 35 sessions = SIG allocation see Galaxy supplies/consumables = p/f allocation=see Galaxy. 2. Administrators schedule regular walkthroughs to complete SFO, Achievement Coaches will conduct walkthroughs with administrators. 3. Talent coach assigned to the network will support school administrators.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SIG funding											
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				

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).					
Tenet 4 – Generic lessons lack opportunities to fully engage all learners in higher order thinking skills and differentiated learning especially for pertinent subgroups. Therefore, all students and subgroups are not experiencing high levels of academic achievement.					
Review Type:	DTSDE Debriefing Report	Year:	2012-2013	Page Number:	2
				HEDI Rating:	N/A

Tenet 3: Curriculum Development and Support

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

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 all ELA and Math teachers in grades 6, 7, and 8 will develop and implement comprehensive units of study, including multiple entry points for ELLs and SWDs as evidenced by SFOs (short frequent observations) as recorded in the Advance Platform.

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
<ol style="list-style-type: none"> 1. Development of units of study for all students 2. Teachers will receive support creating and implementing scaffolds for Special Education students, while still maintaining expectations and rigor demanded by the curriculum. Professional development for teachers will be thorough and hands-on, with a variety of UDL-based strategies and resources.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administration, Teachers, Goldmansour & Rutherford 2. Administration, Network Staff, Goldmansour & Rutherford
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. 2 ELA units and 2 Math units will be developed, complete with scaffolds for ELLs and SWDs. 2. 18 Staff PDs will be delivered.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 – June 2014 2. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Teacher per session 20 teachers x 30 hours/sessions = see Galaxy b. 20 teachers x 50 hours/sessions = see Galaxy c. 20 teachers x 50 hours/sessions = see Galaxy d. 3 supervisors x 50 hours/sessions = see Galaxy g. 25 Macbooks h. 16 Smartboards i. 20 projectors j. textbooks, classroom libraries x 16 = SIG see Galaxy k. Partner Organizations DataCation, Goldmansour & Rutherford = SIG see Galaxy l. Instructional Supplies and consumables = SIG see Galaxy m. Teacher per diem x 27 days/sessions = PF allocation = See Galaxy

- n. Paraprofessional per session x 175 hours = PF allocation = See Galaxy
- o. Secretary per session x 200 hours = PF allocation = See Galaxy
- 2. a. Partner Organizations Goldmansour & Rutherford
- b. Partner Organizations Internationals, Inc.

Budget and Resource Alignment

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

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

SIG Funding

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

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

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

Major Recommendation

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

Tenet 3 – The school has adopted curriculum that is CCLS aligned and uses common assessments to determine student progress. However, this work does not fully address appropriate differentiation for all student groups.

Review Type:	DTSDE Review Debriefing Report	Year:	2012-2013	Page Number:	2	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June 2014 there will be a 5% increase in Mathematics scores in grades 6, 7, and 8 as evidenced by an in house developed set of assessments.

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 develop in house assessments aligned to CCLS that will measure growth in Mathematics
 2. Teachers will record all assessment data on a spreadsheet that has been developed by the principal that will be reviewed a minimum of four (4) times per year.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Administrators & Teachers
 2. Administrators & Teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Administrators will review completed assessments prior to implementation
 2. Assessment data will be used a minimum of four (4) times per year in order to inform next instructional steps
- D. Timeline for implementation and completion including start and end dates**
 1. September – February 2013
 2. September – June 2013
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. a. 20 teachers x 20 hours/sessions = SIG see Galaxy

b. 3 supervisors x 50 hours/sessions = SIG allocation see Galaxy

c. 33 Macbooks = SIG allocation see Galaxy

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

SIG Funding

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

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

Tenet 5 – The school community works together to develop a culture that is safe and conducive to improving student success by supporting the social emotional skills of students.

Review Type:	DTSDE Review Debriefing Report	Year:	2012-2013	Page Number:	2	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014 in order to ensure an effective behavior management system a school wide behavior intervention program will be developed as measured by a 20% reduction in superintendent suspensions as evidenced in OORS.

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. Life Span Crisis Intervention training for all staff

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

1. LSCI/Partnership Organization

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

1. OORS data will be evaluated monthly in order to monitor incidents that may be occurring that can result in a superintendent suspension

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

1. September – June 2013

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

1. a. Partnership Organization LSCI = SIG Funding See Galaxy
- b. 42 Teachers x 6 sessions x 5 hours of teacher per session x per session rate = SIG Funding See Galaxy
- c. School wide community development projects = See Galaxy
- d. Student transportation = PF allocation = See Galaxy
- e. Supplies SIG Funding = See Galaxy

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		Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SIG Funding											
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).											
Tenet 6 – A culture of partnership with families, external community members and school staff fosters a collective responsibility for student social emotional growth and well-being.											
Review Type:	DTSDE Review Debriefing Report	Year:	2012-2013	Page Number:	2	HEDI Rating:	N/A				

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						
	6.4 Partnerships and responsibilities			X	6.5 Use of data and families						

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014 in order to increase community engagement a series of parent workshops including technology and CCLS curriculum will be developed and implemented as evidenced by parent meeting agendas and sign in sheets.										

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. Workshops will be offered as a result of parent surveys conducted by the Parent Coordinator										
B. Key personnel and other resources used to implement each strategy/activity										
1. Administrators, Parent Coordinator, and CITE/Partner Organization										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
1. A parent survey will be conducted in order to measure the effectiveness of parent workshops										
D. Timeline for implementation and completion including start and end dates										
1. September – June 2013										
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity										
1. a. 5 teachers x 20 hours/sessions x per session rate = See PF allocation = See Galaxy b. 2 Social Workers per session x 20 hours/sessions x SW per session rate = PF allocation = See Galaxy c. General Supplies = PF allocation = See Galaxy										

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

21st Century Grant

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

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

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

The goal of our Extended Learning Time (ELT) program is to increase school-wide learning opportunities by affording high-quality extended school day support programs with a focus on improving academic achievement, closing the achievement gap, and supporting student's social and emotional growth by June 2014.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. During this time students will be engaged in using technological tools such as I-Ready which offers an adaptive diagnostic, and is both teacher-led and individualized. This is an online instructional program that provides a complete blended learning environment for each learner. We offer the academic extended learning time before school from 7 a.m. until 8 a.m., Mondays, Tuesdays, Wednesdays, from 3 p.m. until 5 p.m. and Saturdays from 9 a.m. until 12 noon.

Students will also be engaged in learning strategies that will help them reach academic success in reading and mathematics by using The Ready CCLS books. These books support teachers in providing rigorous instruction on the new CCLS using a proven-effective gradual-release approach that builds student confidence.

2. In addition, we also have 21st Century programs such as marital arts, dance, and drumming. These programs enhance students' social and emotional growth, as well as provide enrichment opportunities for those students in need of such prospects.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. All of the school based personnel are strong, dedicated teachers within English Language Arts (ELA) as well as mathematics. Our 21st Century programs are taught by the 21st Century grant instructors.

C. Identify the target population to be served by the ELT program.

Although open to all, our target population are our English Language Learners (ELL), bottom third, and students with special needs.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

2	21 st Century		Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III	1	Title I SIG		PTA Funded		Grants		In Kind		

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

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

The high—quality community partners are: Center for Integrated Teacher Education, Urban Art Partners, Brooklyn College Community Partnership, Center for Arts education, and Oasis Children's Services.

1. Center for Integrated Teacher Education (CITE) will offer 3 workshops for participating teachers as well as 15 in class modeling sessions designed. This will build teacher competency and proficiency in the content areas of math and literacy, support best practices in the Department of Education competencies of the Common Core Curriculum, Depth of Knowledge, and Danielson’s Framework. CITE support schools as they strive to meet AYP, and improve student learning, including ELL’s and student with disabilities, achievement in the areas of math and literacy.
2. Urban Art Partnership (UAP) will offer Story studio 2 days per week and STEM 2days per week during extended learning time. This dynamic activity enhances students’ ability to discuss and know the world around them.
3. Brooklyn College Community Partnership (BCCP) will offer Lunch and Learn ELA and math enrichment 3 days per week. This will enhance students’ skills in these core content areas.
4. Center for Arts Education will offer Rhythm Infusion and Dance and Math Fusion 2 days per week. These classes are integrated in math and designed around NYC Learning Standards and responds directly to Common Core Standards.
5. Oasis Children’s Services will offer summer school services to continue to close the achievement gap. A combination of core academic enrichment (ELA, Math, Science), family engagement, youth development (STEM, college readiness, art, recreation), and field trips are used to fortify the students’ progress.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT and our community partnerships will work in collaboration to support students’ social and academic needs. A well-rounded education encompasses both the academics and the development of the child. Together we will provide a balance in education with hands-on learning, enrichment activities, as well as enhance the social emotional development of each student.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students’ social and emotional growth.

The ELT program affords our students the opportunity to receive individualized academic instruction taught by experienced teachers. In addition to academic learning opportunities, the ELT also offers enrichment programs such as martial arts, which develops students’ social and emotional skills and well as reinforces and teaches discipline. Our ELT also offers dance, where children not only learn the benefits of exercising, but they also learn coordination, balance, flexibility, stamina, stability, memory and discipline. We also provide drumming in our ELT. Many studies show that incorporating a drumming music program in schools benefits children in many ways. From enhancing communication and teamwork skills, to improving attendance and academic performance, these programs are making a difference in the lives of our children today. Drumming is an engaging activity that children enjoy, regardless of ability, and can promote self-esteem and self-expression in a welcoming environment.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The key school based personnel that are used to implement ELT are our strong and dedicated ELA and Math teachers.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Students have the opportunity to have their unique learning needs addressed with I-Ready our blended online instructional program as all of the components the students go through are individualized to their academic entry point and subsequently increases in rigor. Also, in classrooms teachers individualize and differentiate the instruction according to students’ needs.

Our enrichment programs are offered to students who are interested in the program. There is a demonstration of the program and students are then afforded the opportunity to register if it is something they are interested in learning.

D. Are the additional hours mandatory or voluntary?		Mandatory	X		Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students’ receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

The school is receiving SIG funds.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Our school provides interventions to students who need support services to increase student achievement by providing as many options as possible. For example, we provide academic support before and after school as well as Saturdays. We have dedicated teachers working from 7 a.m. until 8 a.m., after school we have a program from Monday-Wednesday that takes place from 3 p.m. until 5 p.m. and we also have Saturday Academy from 9 a.m. until 12 noon.

G. Are you using an ELT provider procured using the MTAC process?

Yes

X

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We take attendance in all of our programs to ensure students are attending. Data is collected from those students that are attending. Datacollection is being used to track the progress of the students that attend ELT.

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>Two Tiered Extended Learning Program Our two tiered extended learning program is designed to service all of our level 1 and level 2 students. These students work with their classroom teachers to build identified areas of weakness. Using a comprehensive data study 260 students are selected to participate in the second tier, computer-adaptive diagnostic program, that combines personalized data driven instruction on foundation skills, standard-based practice and common core readiness.</p>	<p>Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.</p>	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours.</p>
<p>Mathematics</p>	<p>Two Tiered Extended Learning Program is designed to service all of our level 1 and level 2 students. During the first tier, students work with their classroom teachers to build upon identified areas of weakness. Using a comprehensive data study 260 students are to participate in our second tier, computer-adaptive diagnostic program, that combines personalized data driven instruction on foundation skills, standard-based practice and common core readiness.</p> <p>Rising Hawks Math Tutorial Intervention program target our level 1s and level 2s but is opened to all students. Students in grades 6-8 attend</p>	<p>Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.</p>	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours.</p> <p>All students are given multiple opportunities receive academic assistance before, during and after school.</p> <p>Before school program.</p>

	designated grade level math centers for tutorials.		
Science	Teachers identify areas of weakness and students work with their classroom teachers to build identified areas of weakness.	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the students.	Academic Intervention Services are provided throughout the school day.
Social Studies	Teachers identify areas of weakness and students work with their classroom teachers to build identified areas of weakness.	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the students.	Academic Intervention Services are provided throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Provided by the school counselor to students referred by school staff.</p> <p>Counseling-In-Schools provides at-risk services to overage students, students with disabilities, and any student referred by a teacher, dean, or administrator. Services are provided by a Clinical Social Worker and an Intern under the supervision of the CSW.</p>	Services are provided one-to-one and in small groups.	Services are provided before, during, and after the school day.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.
- The school maintains a professional library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction as well as mentoring and coaching by lead teachers.

In the very rare event that a teacher's status is deemed not HQT, the principal will consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher takes necessary actions to meet all requirements and deadlines. This may include some form of counseling including, encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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).

A Professional Development Plan has been developed as a result of a comprehensive needs assessment and careful review of all student data.

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.).

Funding will be allocated in order to support the following resources and activities:

- Families in temporary housing will receive support through Social Workers that will help identify housing resources, appropriate counseling referrals, and additional services as needed. The school will provide materials such as school uniforms, basic instructional materials, and any additional instructional supplemental materials as needed by each individual student.
- Interactive workshops regarding bullying prevention, violence prevention, and others that will be determined by need, will be provided for students.
- Parents will receive similar training in bullying prevention/awareness, violence prevention, understanding CCLS, and others as determined by parent need.

· Parents will also be engaged in technology-centered activities, receive ESL instructional services, and participate in the arts with their children in order to increase their ability to support their child academically and emotionally in school.

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.).

N/A

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.

Faculty members will meet during the summer and on an ongoing basis during the school year to determine teachers' MOSL assessments, create and modify curriculum, compose in-house assessments, and evaluate assessment trends using assessment data.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 291
School Name Roland Hayes		

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 Jacqueline Rosado	Assistant Principal Eva Proctor
Coach Juli Ann Waite	Coach Ivan Rivera
ESL Teacher Elizabeth Puscasu	Guidance Counselor Marisol Arce
Teacher/Subject Area Nancy Palomino	Parent Amy Rivera
Teacher/Subject Area Michael Frank	Parent Coordinator Francisco Gonzalez
Related Service Provider Regina Melendez	Other type here
Network Leader(Only if working with the LAP team) Daniel Purus	Other

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.	3	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	530	Total number of ELLs	117	ELLs as share of total student population (%)	22.08%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	1	1					3
Push-In														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	20
SIFE	12	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	38

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	63	11	0	22	10	0	15	0	0	100
Dual Language									2	0
ESL	71	2	0	25	1	0	27	14	0	123
Total	134	13	0	47	11	0	42	14	2	223

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							31	36	46					113
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	31	36	46	0	0	0	0	113

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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							11	20	34					65
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic							2	1						3
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	14	21	36	0	0	0	0	71

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)							14	16	20					50

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)							6	9	18					33
Advanced (A)							18	19	16					53
Total	0	0	0	0	0	0	38	44	54	0	0	0	0	136

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	80	94	7	0	181
7	94	60	4	0	158
8	124	54	10	1	189
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	49	5							54
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									0
8		6		6		3			15
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)	12	55	70	26				
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.
I.S. 291 uses the following assessments to give the teachers an insight of students literacy level of their students. . The Measures of Student Learning Performance Assessment, Pre-Unit Assessment, Post-Unit Assessment and Periodic Assessment. In Math teachers administer a Baseline Assessment, Unit Readiness pre-test, short unit quiz and unit test which is in the format of the New York State Test.
The data is compiled from these sources and are analyzed to drive instruction. Teachers meet during ththeir common professional periods and discuss the data and plan next steps to address students need.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data suggests the following areas that need improvement: Reading Comprehension, Writing, Listening and most importantly oral expressions.
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](#))
I.S. 291, has develop a professional development plan for all teachers. Teachers meet during their Common Preparation Period during that time, they review student data, review and discuss next steps. The Bilingual Teachers and Special Education Teachers also meet and examine the students data and develop a plan to address the students based on the students need. The data reveal that students need writing, and reading comprehension. We will be using Pearson to provide professional development to address the needs of English Language Learners.
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?

After reviewing the data, it shows that students performance in the ELL Periodic Assessments is a direct corre
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.](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal

initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) At registration parents are given a Home Language Survey (HLIS) and registration materials in their native language (when possible). The ESL teacher, Assistant Principal or Bilingual/ESL teacher conducts a face-to-face (informal) interview with the parents. We check the Home Language Survey. If the student is identified as a possible candidate as per the parent response to the questions, to take the Language Battery Assessment (LAB-R); the test is administered English and Spanish. The child is then enrolled in the appropriate program within ten days. The parents are informed of their child's entitlement/non-entitlement for services. Thereafter, all students who are either placed in Bilingual or ESL Program are retested in May/April with the NYSESLAT. This test provides the school with the students' proficiency levels, progress in the acquisition the English Language, as well as determine if the child is entitled for continued services.

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.
There are several guidelines in place to ensure that parents understand all three-program choices. All parents of newly enrolled English Language Learners are invited to attend an orientation session within 10 days of ELL's enrollment. Preferably, parents will view the video at the time the child is enrolled. A certified ESL teacher, ESL Assistant Principal, Parent Coordinator conducts orientation session at a designated time of the two -week interval. Parents are given an opportunity to view a parent information CD, in their native language, which describes the various programs offered by the school system to their children. The program placement options are presented with clarity and objectivity. The parent orientation video is available in nine languages. If parents are unable to attend the explain the various program offered before selecting ESL or Bilingual Program. If parents do not return the program selection form. we place the student in a Transitional Bilingual Class in accordance with CR Part 154. After viewing the parent's selection forms, we noted that 95% of the program choices have been the Transitional Bilingual class. Our programs are aligned according to parent choices.
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](#)].)
Paste response to question here:
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.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to question here:

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])?

Paste response to questions here:

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)?

Paste response to questions here:

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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

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

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

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

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

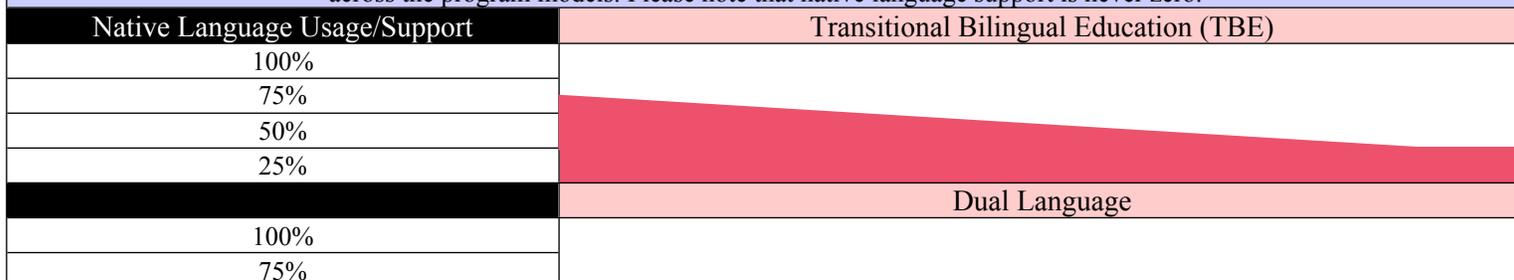
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

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.

Paste response to questions here:

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?

Paste response to questions here:

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 291 School Name: Roland Hayes

Cluster: 208 Network: CFN

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.

I.S. 291 uses the data from the Home Language Survey completed by parents upon registration. Based on the information given by the parents on the Home Language Survey, all communication materials and oral communication takes place in the students' home language the parents have selected in Part 3 of the Home Language Survey.

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

The oral interpretation provided by I.S. 291 will be Spanish. This was determined after reviewing the Home Language Survey for "language spoken at home". In addition, the school will provide to the parents whose vernacular language is other than English, a notification of their rights. Notices will be posted in the Parent Coordinator's Office, in the lobby in the Main Entrance, Conference Room and Main Office. Parents will also be informed of their rights to obtain documentation or oral translation in their spoken language.

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.

We currently have Parent Coordinator, staff and parent volunteers who speak the following languages: Spanish, French and French Creole. All communication materials to be sent to the home will be translated into the aforementioned languages. We will also utilize the Interpretation and Translation Unit to translate other languages. We will make sure that all materials to be translated by the Translation Unit are sent in a timely manner in order to be disseminated to the parents in a timely manner.

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

Oral translation will be provided by the Parent Coordinator, ESL Teacher, Bilingual Teachers and parents volunteer. When oral interpretation cannot be provided by the staff at I.S. 291, we will use the allocated funds and services of an outside contractor.

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>.

The goal of I.S. 291 is to communicate with non-English speaking parents in their home language in order to support shared parent-school support accountability. Parent access to information about their children's education options, and parents' capacity to improve their children's achievement. To this end, a team of individuals will be responsible for translating all documents in a timely manner. The Translation and Interpretation Unit will be utilized to translate documents in languages other than the above mentioned language spoken at the school by staff and parent volunteers. Parents will receive a letter explaining their rights. All written communication will be sent to their homes in the parents' language communication preference.

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: Roland Hayes	DBN: 32K291
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Language instruction education programs funded under Title III, Part A, NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language Program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154.

I.S. 291 is committed to the quality education available to our ELLs students. Our school implements Transitional Bilingual and Freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines for approximately 170 students. All bilingual and ESL teachers are appropriately certified. We have three freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines. The ESL Program provides service to all entitled students using the Push-In, Pull-Out Model. All bilingual students receive instruction as per the Language Allocation Policy. Instruction is tailored to comply with the city and state performance and ESL Standards. All students are also provided with Differentiated Instruction to meet or exceed city and state learning and performance standards. We have one-Sixth Grade Bilingual (Spanish) class and one-Sixth Grade ESL class. We also have one-Seventh Grade Bilingual (Spanish) class and a seventh Grade ESL class. In addition, we have an Eighth Grade Bilingual (Spanish) class and two ESL Eighth Grade classes in accordance with CR Part 154 and Title III Guidelines. Our goal and vision is to create a learning community in which students and staff as well as parents participate in high quality professional development. Teachers enhance their teaching and learning and students improve their knowledge, performance and academic achievement.

I.S. 291K provided Title III English Language Learners with supplemental instruction in an ESL/After School Program. The instructional program will service ELLs grades 6-8 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Students who scored proficient in the NYSESLAT will also be invited to participate in the program.

The After School Program service all ELLs who need to meet the New York City and State Standards as well as ESL Standards. The focus will be in Reading Comprehension, Writing and Math Problem Solving activities. The program will meet twice a week, Tuesday and Wednesday from 3:05-5:00 p.m. for a total of 22 sessions beginning October 16, 2012 through May 1, 2013. There will be three classes one class per grade (6, 7, 8). Each group will have 12-15 students. Certified Bilingual/ESL teachers will provide supplemental instruction in alignment with New York City and New York State performance standards. The After School Program will service approximately 45-50 students. Various strategies will be used to provide the students optimum opportunity to achieve proficiency and meet the standards on the NYSESLAT as well as New York City and State Standards. Instructional materials will be used to

Part B: Direct Instruction Supplemental Program Information

provide instructions. Math, Reading and NYSESLAT materials will be used. Native Language supplementary materials will be used to enhance the program.

General instructional materials will be purchased such as markers, chart paper, rulers, graph paper, notebooks and other manipulative. This program will also have a supervisor to assure rigorous academic and quality education.

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: At I.S. 291, Professional Development Program will be focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development in the infusion of ESL strategies in the content area, on differentiated instruction based on language proficiency, alignment to the Workshop Model for ELLs with citywide core curriculum.

Teachers will also receive staff development to increase instructional practices in the following: Analyzing Data to Drive Instruction, i.e. NYSESLAT, ELA, Math, Social Studies, Science and Spanish. A study group will be created to research updated programs and strategies. The study group will be part of the teachers' departmental meeting. School administrators and ESL/Bilingual teachers, will also facilitate after school professional development sessions. Participating teachers (3) will receive five sessions of i hour professional development workshop from 3:05-5:00 p.m. for 4 weeks. Teachers who service ELLs satudenats will receive 7.5 hours of professional development on an overview of ELLs and their needs. The following is a projected format for staff development:

1. One hour on Differentiated Instruction
2. One hour on infusing ESL strategies across Content Area
3. One hour on Analyzing Data to Drive Instruction
4. Test sophisticaation-Strategies to prepare students to meet city, state, and ESL Standards.
5. Analyzing Students' work-Protocol.

Teachers will gain a better understanding of the aforementioned assessments. Also, we will highlight instructional strategies in the classroom to strengthen students' skills and performance in city and state assessments.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: At I.S. 291, we encourage parents to be active participants in their children's learning. Workshops will be held on a monthly basis based on parents' availability. We will conduct informational workshop such as:

1. Assessing my child's assessment/information-ARIS/October
2. Using Technology Based Program-Achieve 3000
3. Promotional Criteria for ELLs December
4. Component and Structure of the NYSESLAT/February
5. Helping students to prepare for statewide and citywide assessments-March

Each workshop will be conducted monthly for approximately two hours.

The ELLs Supervisor, ELA Lead Teacher, Math Lead Teacher, Parent Coordinator, will conduct the above workshops. At the end of the year, a culminating activity for all participating parents will be provided. Certificates of participation and achievement will be given to the students as well. Translation services will be provided. Notifications of the above workshops will be provided via e-mail, mail, phone calls and home visits if necessary.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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