



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THOMAS WARREN FIELD SCHOOL

DBN (i.e. 01M001): 32k299

Principal: WILMA KIRK

Principal Email: WKIRK2@SCHOOLS.NYC.GOV

Superintendent: LILLIAN DRUCK

Network Leader: DAISY CONCEPCION

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
Wilma Kirk	*Principal or Designee	
Deneil Campbell	*UFT Chapter Leader or Designee	
Elaine Cruz	*PA/PTA President or Designated Co-President	
Cynthia Dowdy	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	
Sharon George	Member/ Assistant Principal	
Diane Lopez	Member/ Teacher	
Fletta Stocks	Member/ Parent	
Bibiana Hoyas	Member/ Parent	
Rochelle Hughes	Member/ Parent	
Kimberly Twitty	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 32K299

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	381	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	32	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.0%	% Attendance Rate			89.2%
% Free Lunch	90.9%	% Reduced Lunch			4.8%
% Limited English Proficient	12.3%	% Students with Disabilities			18.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			54.1%
% Hispanic or Latino	45.1%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	4.99	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			N/A
% Teaching with Fewer Than 3 Years of Experience	3.3%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	15.7%	Mathematics Performance at levels 3 & 4			25.0%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

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

- School leaders and faculty made strategic organizational decisions to support the schools instructional goals and meet student learning needs. (1.3)
 - The school established a goal to improve students' performance in literacy and mathematics as measured by gains made during the course of the school year on end of unit assessments. To ensure that all students make adequate gains, the school provided after-school services for at risk students in grades 2-5 and Saturday instruction for their lowest one-third. Students were strategically grouped based on benchmark data and provided needs-based instruction using supplemental instructional resources. In addition, during the school day out of classroom teachers were strategically partnered with specific students with disabilities to provide instruction as determined by a regular review of interim assessment data. This use of resources aligned to the school's achievement goal contributed to students making gains in literacy and mathematics as noted by the mid-year math and literacy growth benchmarks.
 - To meet the demands of the Common Core Learning Standards, the school scheduled teachers to meet regularly, 2-3 periods per week, through grade level common planning time to modify math and literacy curricula to reflect the shifts. Last year the school focused on incorporating problem solving tasks in units of study as well as reorganizing math content to teach fewer topics allowing more time to address the major work of the grade. This work supported teachers' professional growth as they collaborated using data analysis and surfacing gaps protocols to revisit their curriculum maps. Decisions were made about the content to teach and teaching strategies, so that students engage in challenging academic tasks. Teachers were better prepared with designing coherent lesson planning and teaching problem solving tasks using an exemplars rubric. ***Students were able to self assess their learning and speak about next steps for themselves.***
- There exists an inclusive culture of mutual trust and positive attitudes that supports the personal and academic growth of students and adults. (1.4)
 - The school established a family engagement and safety goal to build on their improved learning environment survey results from the previous year. The school implemented a series of approaches to maintain a positive culture and enhance learning that involves students, parents and teachers. For example, the school's student council in collaboration with parents and teachers organized a 'fund-raising drive to help those impacted by Hurricane Sandy. The students initiated this work and it shows how their voices were heard and valued. Almost every level of the school's personnel, including S.A.P.I.S. (Substance Abuse Prevention and Prevention Specialist), parent coordinator, school aides, parents, and teachers, actively plan for and engage in community building activities that reinforce academic development in a safe environment. These activities were further supported by various partnerships. Partnerships last year included Touro College, Asphalt Green (Recess Enhancement Program), the Salvation Army (food pantry & homework assistance program) and Teatro SEA (dance, theatre, and visual arts). The teachers and principal expressed how their culminating school-wide performance was well attended and well received by the whole school community and how students who were notably reserved during the year opened up and actively participated with their peers and adults showing a higher level of confidence. This community building event along with Career Day, Grandparents Day, and Father's Bring your Child to School Day speaks to the culture building structures that foster bridging the home-school partnership
 - The school revisited their PBIS (Positive Behavioral Interventions and Supports) rewards system last year to reinforce positive behaviors among all students. The school sent their guidance counselor to PBIS training and with

administrative support established a structure and system for providing rewards, called “Eagle Dollars”, to students who kept up the school code that states, “Be Present, Be Prompt, Be Prepared, Be Polite, and Be Productive”. The PBIS team established a store for students to spend their “eagle dollars” earned for positive behaviors observed. The school also identified three development traits of focus last year: respect, responsibility and caring, and established an Incentive Trip to Washington DC, for students who met the criteria related to these traits and actions reflecting the School Code. As a result of the school community’s work towards the family engagement and safety goal there has been a decrease in suspensions compared to the previous year. In addition, students interviewed stated that they felt that their teachers and the adults in the building care about them.

- The school aligned assessment to curricula and analyzed information on student learning outcomes to adjust curriculum and instruction at the team and classroom levels. (2.2)
 - The school utilizes a range of assessments including Dibbles, periodic assessments, conference notes, baseline assessments, running records, and formative assessments to assess student learning. Last year the school utilized Early Childhood Assessment in Mathematics (E.C.A.M.) to monitor students’ progress for major work of the grade and as a uniform early grades math assessment system. The results are used to set goals and adjust instruction to ensure individual students are working towards mastery of the standards. For example, teachers noted that place value was still an area of need for some students after an interim assessment and adjusting the math core program activities specific to working with place value. In addition, teams of teachers in the upper grades use common assessments to determine student progress towards unit goals as noted in student work folders observed across same grade classrooms. These structures are used by teachers to provide information about student learning outcomes and inform teacher teams about instructional adjustments to curriculum which contributes to overall student progress as measured by a mid-year student performance summary report showing at least 80% of students demonstrated improved progress towards the learning targets for the first literacy and math units of study aligned with the Common Core Learning Standards.
 - Across grades teachers use and create assessments and rubrics for each unit of study with the literacy and math rubrics aligned to the Common Core Learning Standards. Teachers use these rubrics to provide actionable feedback to students and use the feedback to plan next steps to help move students along the rubric continuum demonstrating improved students achievement towards unit learning goals. In two classrooms visited, students were observed working from student-friendly rubrics to assess their work with the teacher then conferencing about their assessments. The use of rubrics along with teachers communicating with students about their learning progress contributes to students making improved academic progress towards unit goals as evident in student work baseline and end of unit performance results seen on displays within the classrooms, in the halls and in student work folders.
- The school leaders support the development of teachers and use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices. (4.1)
 - The school made a focused effort this year to create a culture of learning among its staff by participating in the network’s Teacher Effectiveness Program (TEP) and by working closely with a Talent Coach from the Office of Teacher Effectiveness. The school supported the development of their teachers by providing effective feedback that captured teachers’ strengths, challenges, and next steps using Danielson’s Framework for Teaching during frequent observation cycles. Last year, in addition to the competencies of focus identified in the Citywide Instructional Expectations, teachers chose to focus on incorporating student choice during instruction and have identified, through collaborative discussions and related professional development sessions, specific practices to utilize that will elevate their teaching and lead to improved student engagement. Pre- and post- observation summary data showed an improvement in teachers’ practice as a result of the feed back, however the school did not yet provide feedback aligned to teacher’s individual professional goals with an articulated plan of action to improve individual teacher practice.
 - The school established a structure to organize and provide professional development that made use of the teachers’ expertise. The staff recognized and described their needs based on four levels of practice: novice, transitional, proficient, and lead. The lead teachers reflected on teacher practices and designed tools to enhance practice and were

willing to turnkey and model for others. They made up the Teacher Effectiveness Program (TEP) team and were made up of a cross section of teachers from pre-k, 2nd, 3rd, and 4th grades and a special education provider whose responsibility included collaborating with their grade level peers to identify professional development topics and identify strategies to model based on observation feedback. One successful process involved the TEP team members providing demo lessons and arranging , inter-visitations to show how to roll out problem solving math tasks involving student choice. This process encouraged others to open their classrooms to model their practices. The work of the TEP team was a successful practice that promoted sharing practice between teachers and administrators and contributes to teacher’s improved lesson planning and execution as reflected by increases in the number of teachers receiving a rating of effective or better on all three competencies (12% increase in 1e, 4% increase in 3b, and 32% increase in 3d). Not yet in place is a differentiated plan of support for struggling teachers with criteria linked to teacher and student work products with the goal of improved teacher and student outcomes.

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

- Refine the system for revisiting curricula and academic tasks to ensure they consistently emphasize rigorous habits and higher order skills across grades and subjects. (1.1)
 - Across grades teachers utilized either the NYCDOE Common Core aligned units of study for literacy and mathematics or design their own units with some being interdisciplinary units related to social studies or science. Key standards are emphasized based on this year’s Citywide Instructional Expectations and teacher teams met to plan academic tasks. In addition, there has been a focus on incorporating non-routine problem solving math tasks using the Exemplars rubric that emphasized the use of rigorous habits and higher order thinking evident in the student work products on display. However, upon close review of the unit curriculum math tasks across grades and subjects, there is an inconsistent range of rigor. For example, one grade, grade 1 (math unit of study) reflected mostly worksheets with few opportunities for diverse students to access and apply content in different ways, while a grade 4 (math unit of study) included extensions allowing greater access to cognitively challenging students. This inconsistent range of rigor interfered with students’ opportunities to access and accelerate in their learning.

- Refine teacher team structures for reviewing teacher work and student work as a way to evaluate and revise teaching strategies, including questioning and discussion, to leads to higher levels of student thinking and participation. (1.2)
 - There is evidence of a common approach to instruction that reflects the school’s beliefs about how students learn best. Across classrooms teachers use a range of instructional resources, including student self-assessments, technology and differentiated assignments. Teachers also use data to form group work and needs based groupings. This was notable in some literacy lessons observed where students worked on differentiated tasks appropriate to their individual reading levels allowing access to content. However, still developing is the consistent use of multiple entry points into the curricula to address the varying needs of all learners, particularly for higher achieving students. For example, a different lesson had all students completing the same task during independent work time revealing that higher achieving students may not be experiencing tasks appropriate to their needs. This was expressed during the student interview in which some students stated they didn’t feel the work was challenging enough. In addition, there was an uneven use of discussion techniques in the classes observed. Two of the five classes observed either used whole group discussion with turn and talk as a discussion technique as opposed to the other classes which utilized mostly whole group teacher-directed discussion, thus leading to uneven thinking and participation on the part of the students. The inconsistency of teaching strategies that assess students’ prior knowledge, provide choice, and encourage high levels of student participation hindered student engagement and achievement.

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

The challenges were the lateness of test scores and lack of service providers for students at the beginning of the school year such as ESL and Occupational Therapy. There was a lack of out of classroom personnel such as staff developers or coaches. Funding issues always pose a challenge in order to implement supplementary services to students (including the arts).

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

Despite the challenges, the SCEP was effectively implemented for the school year.

Were all the goals within your school’s 12-13 SCEP accomplished?	X	Yes		No
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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
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The anticipated challenges might be RTI Tier 11 & Tier 111 staffing without sufficient out of classroom personnel. Funding is limited as well in order to hire F Status personnel. There are restrictions to hiring due to teachers on leave, lack of adequate per diem funds for long term hire as well as not being able to teachers new to the DOE in particular licenses.

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

- *English Language Learners
- *Students with Disabilities

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

We will communicate with the school staff and community via staff meetings, e-mail, notices, PTA meetings and parent informational sessions, parent newsletters and community meetings. Teachers will also meet and discuss best practices aligned to the shifts in the Common Core Standards and the Curriculum.

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

In order to produce the best scholars, we must develop the best teaching staff with effective teaching practices. We will track and monitor instruction and student progress.

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

We will continue teacher effective practices via frequent observations. We will also provide opportunities for professional development with adequate turn keying and follow up support in the classroom. The professional development will be tailored to individual teachers and paraprofessionals which would include workshops, inter-visitations, planning sessions and a buddy system.

We plan to actively monitor student progress and conference with teachers regarding the implications for instruction/ next steps. Teacher Teams will work collaboratively on their grades and look at data and student work especially for their bottom third and sub groups.

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

We will address closely the social and emotional needs of our students as well as the academics by introducing and implementing the PATH curriculum for addressing the emotional and social skills of students across the grades.

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

Teacher Leaders are being identified and given leadership roles to help build capacity among the teaching staff. These teachers comprise the Vertical Planning Team of teachers from Grades K-5. We also have support from the Network (CFN 412) in providing professional development, coaching and in class support for teachers and administration.

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).

Developing Quality Review (DQR) 4.1:

The school leaders support the development of teachers and use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices.

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, 95% of teachers (22) will make progress in Domains 2 (Classroom Environment) and Domain 3 (Instruction) with the expectation that all participating teachers will demonstrate growth towards being highly effective.

Instructional Strategies/Activities

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

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

Strategy: Through the consistent use of data, school administration will establish a professional development cycle which will assist teachers to develop their questioning and discussion techniques.

1. Activity: Minimum of three professional development sessions on using questioning and discussion techniques and using assessment in instruction along with strategies for promoting student engagement with a focus on teaching with multiple entry points.
2. Activity: Collaborate with Network level Talent Coach to provide job embedded professional development for school administrators to engage in frequent cycles and establish a common lens for quality teaching.
3. Activity: Administrators will participate in off-site citywide training on Advance.
4. Activity: Provide meeting time (6 times during the year) to dig deeper into Advance.
5. Activity: Scheduled inter-visitations to observe best practices in an effort to shift teaching practice to promote shared understanding of best instructional practices.
6. Activity: Lunch and Learns for topics of interest and need based on teacher effectiveness components.
7. Activity: Actionable timely feedback that will encourage teachers to reflect on and shift instructional practices.
8. Activity: Use of Charlotte Danielson’s Framework for Teaching resources and videos for professional development facilitated by the Talent Coach and Administration.

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

1. Administrators, Network staff, Talent Coach
2. Administration, Network Level personnel
3. Administrators
4. Administrators
5. Administrators
6. Teachers and Administrators
7. Administrators

8. Administrators, Teachers and Talent Coach

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

1. By June 2014 Teachers will participate in three sessions expressed as a need by teachers, evidenced by implementation in the classroom and workshop feedback.
2. By June 2014 Administrators will be provided job embedded pd by the Talent Coach and the Network, as evidenced by the Danielson Observation Summary.
3. By June 2014 Administrators will attend off-site training on Advance as evidenced by an agenda and/or certificate.
4. By June 2014 Administrators will see whether there is improvement in the Danielson Competencies for teachers who began as Ineffective or Developing in particular areas.
5. By June 2014 Administrators will observe whether there is a change in lesson implementation or the classroom organization.
6. By June 2014 Teachers and Administrators will look at evaluations from Lunch & Learns and plan next steps.
7. By June 2014 Teachers will implement next steps from the constructive feedback.
8. By June 2014 Teachers and Administrators will have a list of resources available to them.

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

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

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

1. Job-embedded professional development will be provided to teachers during the school day. A total of ten (10) per diem substitutes will be allotted for teachers to attend full day off-site professional development sessions (shared also among Activity # 2 and 3). A consultant will be contracted to work directly with teachers to develop their use and practice on the use of effective discussion and questioning techniques (for six full-day sessions). Per session will also be provided to teachers to embed effective questions within their lesson plans (18 classroom teachers x 1.5 – 2 hour working sessions x 2 – 3 days from September 2013 – June 2014).
2. Job-embedded professional development will be provided to teachers during the school day by the NYCDOE. A total of ten (10) per diem substitutes will be allotted for teachers to attend fully day off-site professional development sessions (shared also among Activity # 1 and 3).
3. Job-embedded professional development will be provided to teachers during the school day by the NYCDOE. A total of ten (10) per diem substitutes will be allotted for teachers to attend fully day off-site professional development sessions (shared also among Activity # 1 and 2).
4. 6 shortened days were approved by NYCDOE to conduct Advance Training for teaching staff (no cost associated with this activity).
5. School schedule changes in order to accommodate inter-visitations (no cost associated with this activity).
6. Teachers and administrators providing lunch time PD (no cost associated with this activity)
7. Timely Feedback will be given to teaching staff by administrators (no cost associated with this activity).
8. Study and use of the Danielson Framework (no cost associated with this activity).

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Developing Quality Review (DQR) 1.1:

Refine the system for revising curricula and academic tasks to ensure they consistently emphasize rigorous habits and higher order skills across grades and subjects. (1.1)

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

	3.2 Enact curriculum		3.3 Units and lesson plans
X	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 teachers will align the Common Core Standards with the new units of study in ELA (ReadyGen) and Mathematics (Go Math) that reflect rigorous, interdisciplinary tasks promoting technology integration, higher levels of thinking, and cognitive engagement for all students. Students will demonstrate an increase of at least one proficiency/performance level on the units of study and performance tasks in ELA and Math.

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

Strategy: Through the strategic use of grade teacher teams, teachers will align CCCLS units of study in both ELA and Mathematics.

1. Activity: Develop and provide monthly professional development sessions throughout the school year (September 2013 – June 2014) to support improved practice that focus on developing common-core aligned units of study in ELA, Math, and the content areas that reflect multiple entry points with the support of our school’s Network Achievement Coach and CFN Staff. This will take place during grade level meetings, professional development periods and afterschool per-session activities.
2. Activity: Teachers collaborate to create and upgrade interdisciplinary units of study that incorporate the arts, technology and other enrichment resources.
3. Activity: Literacy professional development on close reads of text.
4. Activity: Ongoing support of teachers including the technology cluster teacher in effective use of the Smart Board, digital and Internet resources to support instructional shifts in ELA and Math.
5. Activity: A Resource Room will contain a combination of fiction and non-fiction in order to expose students to more non-fiction complex text.
6. Activity: Teachers will meet weekly during teacher team meetings, common planning periods and professional development periods to look at student work, analyze data in ELA and Math, and consider implications for future instruction and grouping of students. An ELA and Math Benchmark Assessments will be administered in September, January, and May and will be used as an instructional entry points and to monitor student performance
7. Activity: Grade Meetings and Faculty Conferences will be used sometimes for professional development focused on CCLS.
8. Activity: Vertical planning meetings to ensure continuing instruction across grade levels through planning based on the school’s instructional focus and the

Common Core instructional shifts.

9. Activity: Tiered instruction and intervention for students as identified in the benchmark assessments and student work in order to provide multiple entry points for instruction
10. Activity: Students in grades 3-5 will be strategically identified and grouped in small groups for additional academic support during Extended Day based upon benchmark assessments and NYS exams in ELA and Math results.
11. Activity: Destination Reading and Go Math Online Programs (Soar to Success) during small group instruction, After-School and Extended Day to embed technology and to foster higher levels of thinking and cognitive engagement.

Activity: Arts partnership consultants and teachers collaboratively plan lessons to integrate the arts and technology into units of study.

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

1. Administration, teachers, network staff
2. Teachers
3. Teachers, Literacy CFN staff
4. Technology cluster teacher
5. Administrators
6. Teachers and Administrators
7. Teachers and Administrators
8. Administrators, Vertical team teachers.
9. Teachers, ESL and SETTS teachers.
10. Extended day teachers, Administrators.
11. Technology cluster teacher, teachers, extended day teachers, and online programs.
12. Arts education consultants, teachers.

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

1. By June 2014, Teachers will complete workshop evaluations.
2. By June 2014, Upgraded units will be collected and reviewed.
3. By June 2014, Teachers will view demos and videos of “close reading” of text.
4. By June 2014, Teachers will become familiarized with the use of smart boards as a teaching tool.
5. By June 2014, students will have greater access to fiction and non-fiction texts
6. By June 2014, teachers and students will have agendas, attendance sheets and use of data throughout the year.
7. By June 2014, Teachers will demonstrate implementation of strategies learned at workshops.
8. By June 2014, Teachers and Vertical Planning Team will continue to meet weekly and discuss the success of programs.
9. By June 2014, Teachers will provide grouping charts for tiered instruction for their students.
10. By June 2014, Students (tiers 1 & 2) will participate in Extended Day Programs on Mondays and Tuesdays.
11. By June 2014, Teachers will use the smart boards during literacy and math lessons.
12. By June 2014, Students will participate in arts programs and classroom activities.

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

1. Beginning September 2013 – and ending June 2014.
2. Beginning September 2013 – and ending June 2014
3. Beginning September 2013 – and ending June 2014
4. Beginning September 2013 – and ending June 2014
5. Beginning September 2013 – and ending June 2014

6. Beginning September 2013 – and ending June 2014
7. Beginning September 2013 – and ending June 2014
8. Beginning September 2013 – and ending June 2014
9. Beginning September 2013 – and ending June 2014
10. Beginning September 2013 – and ending June 2014
11. Beginning September 2013 – and ending June 2014
12. Beginning September 2013 – and ending June 2014

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

1. Job-embedded professional development will be provided to teachers during the school day (through common planning time). A total of twenty-four (24) per diem substitutes will be allotted for teachers to attend full day off-site professional development sessions (shared also among Activity # 3). Per session will also be provided to teachers to develop CCLS aligned units of study in all content disciplines (18 classroom teachers x 1.5 – 2 hour working sessions x 2 – 3 days from September 2013 – June 2014); funding will be shared among Activity #2 and 8. One supervisor will monitor teacher per session activities to ensure that quality units are created (1 supervisory x 2 – 2.5 hours working session x 2-3 days from September 2013 – June 2014); funding will be shared among Activity #2 and 8.
2. Teachers will meet during common planning time to create and upgrade interdisciplinary units of study (per session shared among Activity #1 and 8). One supervisor will monitor teacher per session activities to ensure that quality units are created (1 supervisory x 2 – 2.5 hours working session x 2-3 days from September 2013 – June 2014); funding will be shared among Activity #1 and 8.
3. A total of twenty-four (24) per diem substitutes will be allotted for teachers to attend full day off-site professional development sessions (shared also among Activity # 1). Common planning time (no cost is associated with this activity).
4. Common planning time access to technology in classrooms (no cost is associated with this activity).
5. Fiction and non-fiction texts (no cost is associated with this activity).
6. Common planning time and benchmark assessment results (no cost associated with this activity).
7. Common planning time (no cost is associated with this activity).
8. Per session will be provided to teachers to develop CCLS aligned units of study in all content disciplines (18 classroom teachers x 1.5 – 2 hour working sessions x 2 – 3 days from September 2013 – June 2014); funding will be shared among Activity #1 and 2. One supervisor will monitor teacher per session activities to ensure that quality units are created (1 supervisory x 2 – 2.5 hours working session x 2-3 days from September 2013 – June 2014); funding will be shared among Activity #2 and 8.
9. Core program instructional resources (no cost associated with this activity).
10. Core program instructional resources (no cost associated with this activity).
11. Online resources (destination Reading and Math); no cost associated with this activity.
12. Common planning time (no cost associated with this activity).

Budget and Resource Alignment

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

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

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

Major Recommendation

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

Developing Quality Review (DQR) 1.2:
 Refine teacher team structures for reviewing teacher work and student work as a way to evaluate and revise teaching strategies, including questioning and discussion that leads to higher levels of student thinking and participation.

Review Type: DQR	Year: 2011-2012	Page Number: 5	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June 2014, Teachers will to continue to utilize differentiated instructional strategies within their units and lessons that reflect multiple entry points to amplify learning opportunities and meet the diverse needs of all students including ELLS and students with disabilities as measured by improved student performance on end of unit teacher created 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

Strategy: By embedding multiple entry points into all lesson plans, teachers will be able to meet the diverse needs and increase student engagement especially among SWD and ELL students.

1. Activity: Ongoing professional development sessions throughout the school year on how to plan and implement Universal Design for Learning elements and creating rigorous tasks using Webb’s Depth of Knowledge.
2. Activity: Teachers collaborate and plan differentiated instructional lessons during grade level meetings and common planning periods.
3. Activity: Developing strong teacher teams to analyze student work and teacher work to surface instructional needs and adjusting teacher practice to reflect differentiated instructional strategies.
4. Activity: Job embedded professional development sessions on creating rigorous tasks using Webb’s Depth of Knowledge aligned to CCLS.
5. Activity: Common planning time for teachers to work on incorporating in their math units problem solving tasks with multiple entry points.
6. Activity: Cross grade meetings to reorganize math content to teach fewer topics to allow more time to focus on major work on the grade
7. Activity: Frequent walkthroughs and observations to provide feedback and to assess teacher practices.
8. Activity: Tiered instruction and intervention for students as identified in the benchmark assessments and student work in order to provide multiple entry points for instruction. An ELA and Math Benchmark Assessments will be administered in September (Baseline), January (Fall Benchmark), Spring Benchmark and will be used as an instructional entry points and to monitor student performance.
9. Activity: Students in grades 3-5 will be strategically identified and grouped in classes during Extended Day based upon benchmark assessments and NYS exams in mathematic

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

1. Administration, teachers, Network 412 Specialists, Creative School Services
2. Teachers
3. Administration, teachers, Network 412 specialists,
4. Teachers, Network 412 specialists, Creative School Services
5. Teachers, Network math specialist

6. Teachers, Network math specialist
7. Administration, Network Talent Coach
8. Teachers
9. Teachers

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

1. By June 2014, Teacher teams will write lesson plans that include DOK levels.
2. By June 2014, Teacher teams will meet to upgrade unit plans and lesson plan contents to include multiple entry points.
3. By June 2014, Teacher teams will meet to learn about protocols for teacher teams looking at student work.
4. By June 2014, Teachers, Network staff and consultants will work with classes as a residency.
5. By June 2014, Teachers will be provided with math resources/plans as well as demos using multiple entry points.
6. By June 2014, Math Specialist will meet with common grade level teachers to focus on priority topics.
7. By June 2014, School Administrators will have copies of frequent cycles of observations.
8. By June 2014 Teachers will keep copies of benchmark results and student work.
9. By June 2014, Students will show progress after participating in Extended Day and After-School Programs.

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

1. Beginning September 2013 – and ending June 2014
2. Beginning September 2013 – and ending June 2014
3. Beginning September 2013 – and ending June 2014
4. Beginning September 2013 – and ending June 2014
5. Beginning September 2013 – and ending June 2014
6. Beginning September 2013 – and ending June 2014
7. Beginning September 2013 – and ending June 2014
8. Beginning September 2013 – and ending June 2014
9. Beginning September 2013 – and ending June 2014

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

1. Job-embedded professional development will be provided to teachers during the school day (through common planning time).
2. Common planning time (no cost associated with this activity).
3. Teacher team common planning time (no cost associated with this activity).
4. Common planning time, teacher team planning time (no cost associated with this activity).
5. Common planning time (no cost associated with this activity).
6. Common planning time (no cost associated with this activity).
7. Observation schedule, Danielson rubric (no cost associated with this activity)
8. Core program instructional resources will be purchase to run afterschool and weekend programs for students to develop and monitor student performance (approximately 10 full days); cost will be shared with materials and resources needed in Activity#9. Afterschool and weekend activities (for grades 3 – 5) will require (8 teachers x 2 - 4 hours x 2 days weekly from September 2013 – June 2014). One supervisor will monitor afterschool and weekend activities to ensure program produces favorable outcomes (1 supervisor x 2.5 hours x 2 days weekly from September 2013 – June 2014).
9. Benchmark assessment data, core program resources (cost will be shared with curriculum costs in Activity #8).

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

NYC School Survey Component 7.4:

Increase the number of students exhibiting positive social and emotional skills needed in middle school.

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	10	HEDI Rating:	D
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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, 100% of the staff will become aware of the impact of social & emotional learning and have the tools to create a positive school climate as measured by the PATH Checklists, PBIS Checklists as well as the 2013-2014 NYC School Survey.

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

Strategy: Through the successful implementation of PBIS, students will exhibit and utilize the key positive social and emotional skill set needed to transition to middle school.

1. Activity: Provide training for staff and students on PBIS Tier 1 implementation to reduce infractions within the classroom.
2. Activity: In connection with PBIS students receive daily and weekly encouragement to keep the School Code (Be Present, Be Prompt, Be Prepared, Be Polite and Be Productive) by receiving "Eagle Dollars". Students are then allowed to visit the P.S. 299 Eagle Dollar Store and purchase various items of their choice
3. Activity: Train school aides, teachers, and students in practices that reduce infractions and set a positive tone In order to foster respect and teamwork on the playground and in the lunchroom.
4. Activity: Partner with outside agencies to keep our children safe and equip them with skills and experiences that are critical for academic, social and emotional success.
5. Activity: Provide professional development for the PATH Program (Promoting Alternative Thinking Strategies)

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

1. Teachers, Administrators, Network staff (Office of Youth Development)
2. Teachers, Administrators, School Support Staff (SAPIS, Guidance Counselor, Dean)
3. Teachers, Administrators, Network staff (Office of Youth Development)
4. Asphalt Green, Downstate Medical Center, Respect for All, International Lions Club Peace Poster Contest, the Peace Maker Student Awards sponsored by

Evergreen Baptist Church, Target.

5. Teachers, Administrators, SAPIS, Guidance Counselor, Dean

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

1. Attendance sheets from PD sessions with staff to decrease the number of classroom infractions as noted by the Classroom Infraction Sheet.
2. Daily reminders of the School Code on the PA system and by teachers and administrators.
3. Attendance sheets of PD sessions
4. Decrease in infractions on the Playground, classroom, lunchroom as measured by reductions in OORS
5. Attendance sheets from PD, Classroom observations of PATH, teacher testimonials of PATH working in the classroom at Grade conferences and faculty conferences.

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

1. Beginning September 2013 – and ending June 2014
2. Beginning September 2013 – and ending June 2014
3. Beginning September 2013 – and ending June 2014
4. Beginning September 2013 – and ending June 2014
5. Beginning September 2013 – and ending June 2014

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

1. Teachers will attend on-site professional development sessions contracted by PBIS consultant (cost of consultant will be required and shared with Activity #3).
2. Daily announcements and incentives will be purchased to align with the cost of implementing PBIS throughout the school building (supplies and materials required).
3. PD sessions (offered during common planning time and shared with Activity #1).
4. School Scheduling, School Invitations to outside agencies, OORS (no cost associated with this activity).
5. Common planning time, PD sessions (no cost associated with this activity).

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE		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).

NYC School Survey Component 4.1:

To continue to increase the communication of academic expectations to parents

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	5 & 6	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

- By June 2014, there will be an increase in communication with parents on the academic expectations and student progress as measured by a 3% increase in the number of parents stating that the feedback from the school is timely and helpful (reflected on the NYC 2013- 14 School Survey).

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

Strategy: By engaging parents in open communication, the school will increase parental involvement and engagement and develop an awareness that will positively impact student growth.

1. Activity: Parent Coordinator from the school attends on a bi-monthly basis District, Network and Central professional development workshops that provide research-based proven strategies to improve parental engagement and communication.
2. Activity: Creation of a parent focus group representative of the student demographics (parents of SWDs, ELLs, etc.) that will meet on a monthly basis to discuss the academic needs of students as it relates to the Common Core Learning Standards. The focus group will then collaborate with school administration to ensure that activities are addressed.
3. Activity: Teachers will collaborate with the school's Parent Coordinator to provide workshops for parents in various languages to develop literacy and math skills. School has created an open access period for parents to borrow books from the school's library and to use the computer lab.
4. Activity: School will distribute on a monthly basis (September 2012 – June 2013) student progress reports to parents.

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

1. Parent Coordinator, District Personnel
2. Parent Coordinator, parents, school administration
3. Teachers, Parent Coordinator, school administration
4. Teachers, administration, school office staff

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

1. In November 2013, the school will administer a survey to parents focused upon benchmark questions from the 2012 – 13 School Survey results.
2. In January 2014, the school will administer another school-created survey to monitor satisfaction of parents with communication.
3. Workshop agendas, attendance sheets
4. Copies of student Progress Reports for administration

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

1. Beginning September 2013 – and ending June 2014
2. Beginning September 2013 – and ending June 2014
3. Beginning September 2013 – and ending June 2014
4. Beginning September 2013 – and ending June 2014

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

1. Parent Coordinator district meetings (no cost associated with this activity)
2. Workshops for parents, distribution and collection of Parent Surveys. Refreshments and incentives will be purchased to increase parental engagement and participation in said activities.
3. Teacher collaboration times with Parent Coordinator during teacher team meetings (no cost associated with this activity).
4. Students' progress reports submitted for copies for administration and distributed to parents on a monthly basis (no cost associated with this activity).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Literacy work stations, Words Their Way, Harcourt Intervention Station, Leap Track, NY Common Core Ready</p> <p>Out of classroom personnel will also provide AIS services to at risk students 2 times per week during the school day.</p>	<p>This is done via small group instruction and individualized instruction.</p>	<p>This service is provided 2 times per week for 50 minutes per session for grades 1-5.</p>
Mathematics	<p>Math work stations, Go Math RTI & Soar to Success, Leap Track, NY Common Core Ready</p> <p>Out of classroom personnel will also provide AIS services to at risk students 2 times per week during the school day.</p>	<p>This is done via small group instruction and individualized instruction.</p>	<p>This service is provided 2 times per week for 50 minutes per session for grades 1-5.</p>
Science	<p>All students will receive the State mandated periods of science instruction weekly in the classroom and in the science room. The science teacher will also provide one additional instructional period to targeted 4th grade students. The instruction will be differentiated and will include a technology component.</p>	<p>This is done via small group instruction and individualized instruction.</p>	<p>This service is provided in small group instruction during Science in class by the classroom teacher and by the Science teacher during AIS periods during the school day.</p>

	<p>All AIS students will be encouraged to complete projects for the Science Fair and will be supported by the classroom and Science teacher. The Science teacher will also conduct mock science performance exams.</p>		
<p>Social Studies</p>	<p>All students will receive the State mandated periods of social studies instruction. The technology teacher also support instruction. Students that score below grade will receive Tier 1 intervention in the classroom. All lessons will be differentiated via content, process, and or product. Students will be encouraged to complete a variety of projects integrating several content areas. Students struggling in Social Studies will also receive intervention during 50-minute tutorial times 2x a week.</p>	<p>This is done via small group instructions and individualized instruction.</p>	<p>This service is provided during the school day and during Extended time.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The school counselor will provide guidance instruction that include methods for: anxiety reduction, focus activities, conflict resolution, decision making skills, anger management, 2-3 times per week or as on a needed basis.</p> <p>The psychologist will provide counseling services to students for short durations of time such as trauma, death in the family, etc. These services will be on an as</p>	<p>This is done via small group or on a individual basis.</p>	<p>This service is provided during the school day.</p>

	<p>needed basis.</p> <p>The Social Worker will provide AIS students with appropriate at-risk interventions during the school day of no less than one period per week. In conjunction with the guidance counselor, students will be assisted with issues that tend to impede student performance including personal and family tragedies and homelessness.</p>		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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).
Teachers will be supported by : <ul style="list-style-type: none"> • The Administration through classroom visitations, brief cycles of observations, professional development in and outside the school building. • Weekly PD Meetings & Collaborative Team Meetings • Vertical Planning Meetings • Danielson Framework PD sessions

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The following has been purchased to address the needs of students in Temporary Housing- Uniforms, Supplies, Book bags and Books. The following has been put in place to support Violence Prevention: Guidance Counselor, SAPIS Worker and SAVE Room Teacher/IEP Teacher as well as a PATH, Common Sense Curriculum and PBIS Eagle Dollar Incentives. There is also attendance incentives and programs.

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.).
There is collaborative planning and professional development for all teachers from Prek-5 th grade. The Pre-k teachers also attend citywide professional development sessions.

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.
The school has a vertical planning team to discuss and give input regarding instructional issues. The members plan collaboratively across the grades for school improvement.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 299
School Name Thomas Warren Field		

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 Wilma Kirk	Assistant Principal Sharon George
Coach N/A	Coach N/A
ESL Teacher Tatyana Zaslavskaya	Guidance Counselor Rita Carrington
Teacher/Subject Area Yvonne Rodneyl	Parent Bibiana Hoyas
Teacher/Subject Area Jason Cotto	Parent Coordinator Jeanette Sanchez
Related Service Provider Amelia Flores	Other DeNeil Campbell
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	347	Total number of ELLs	56	ELLs as share of total student population (%)	16.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	6
SIFE	1	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	43		1	13		5				56
Total	43	0	1	13	0	5	0	0	0	56

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	7	10	9	7	9								53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	11	7	11	10	8	9	0	56						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	4	5	2	1								14

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)	2	6	1	3	2	2								16
Advanced (A)	4	4	4	1	5	4								22
Total	7	11	9	9	9	7	0	0	0	0	0	0	0	52

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		1	1			1		6
4	3		5		1				9
5	6		1		1				8
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		5		3		9
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to assess the early literacy skills of our ELLs we use Reading 3D assessment, DIBELS, and NYC Performance Assessment. After analyzing the DIBELS we have found that on the End of the Year assessment (2012-2013) 36% ELLs were on core (proficient) level, and 63% on intensive level. This data will help include students in differentiated activities, and use a variety of strategies.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on the NYSESLAT results we have found that we have 42% advanced students across grades (k-5): four students in Kindergarten, four students in first grade, four students in second grade, one student in third grade, five students in fourth grade, and seven students in fifth grade. We have 31% intermediate students across grades: two students in Kindergarten, six students in first grade, one student in second grade, three students in third grade, two students in fourth grade, and two students in fifth grade. 27% ELL students across grades are beginners: one student in Kindergarten, one student in first grade, four students in second grade, five students in third grade, two students in fourth grade, and one student in fifth grade.

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](#))

Section cannot be done because the NYSED did not provide NYSESLAT Modalities Report.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. Based on the 2013 ELA data from Spring 2013 83.3% of 3rd Grade ELL students scored on Level 1, 0% of 3rd Grade ELL students scored on Level 2, and 16.7% of ELL students scored on Level 3. Based on the ELA data for Spring 2013 62.5% of 4th Grade ELL students scored on Level 1, 25% of ELLs scored at the Level 3, and 12.5% of the ELL students scored at Level 4. Based on the ELA data for spring 2013, and 50% of the 5th Grade ELL students scored at the level 2.

The math scores show that based on the Math data for Spring 2013 50% of the 3rd Grade ELL students scored at Level 1, 16.7% of ELLs scored at the level 2, and 16.7% of the ELL students scored at level 4. Based on the Math data for Spring 2013 33.3% of the 4th Grade ELL students scored at the Level 1, 55.6% of ELLs scored at the level 2, and 5511.1% of ELLs scored at the level 3. Based on the Math data for Spring 2013 75% of the 5th Grade ELL students the ELLs scored a Level 1, 12.5% of the 5th Grade ELL students the ELLs scored a Level 2, and 12.5% of the 5th Grade ELL students the ELLs scored a Level 3. The math assessment data analysis indicates that some ELLs language deficiencies prevent them from scoring at level 4 on the Math exams. To improve the math scores of our ELLs we will focus instruction on using scaffolding strategies such as, schema building and bridging skills to help students to improve their metacognitive skills. In Math the success of ELLs' will be measured against Progress Check Assessment, the GO Math Curriculum, periodic assessments, as well as formal and informal assessments.

The school leadership and teachers are using the results of the ELL Periodic Assessment to plan and implement differentiate instructions. In addition, teachers' pay close attention to the Item Analysis Report provided by the Acuity to group for small group instructions. The success of the ELLs in ESL and Language Arts will be evaluated by the progressions of DIBELS, and Reading 3D assessments.

Based on an analysis of Periodic Assessment for ELLs result shows that the students in grades 3-5 are doing well in the areas of reading. Test results showed that 12 students out of 16 went up in percentage correct. To support native language we provide books, software, audiobooks, and dictionaries in a native language. We offer language development and support for content instruction in the native language when same language grouping is possible, because Native language arts development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem.

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](#).)

We use ELL students data to determine whether students are benefiting from an instructional programs, to build more effective programs for students who are not benefiting, to compare the efficiency of different forms of instruction, design more effective

individualized instructions, using RTI Guide for Teachers of ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use information on the child's educational history/background to insure that the child second language development is strengthened, all content areas lessons integrate the use of scaffolds, visuals and auditory aides, and technology. Units of studies incorporate ELLs supports, multiple entry points based on proficiency level.
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.).
Adequate Yearly Progress (AYP) is measured at the school level, making ELL performance data critical to schools' overall performance. We evaluate success of the ESL Program by analyzing the NYSESLAT, ELA and Math States tests data during horizontal and vertical inquiry team meetings. We monitor ELL's progress on an ongoing basis. If students do not demonstrate progress, we review the goals and the strategies to make the necessary changes and adjust activities and instructions.

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](#).)
During the registration, the following procedures for the identification and placement of the new English Language Learners are used for all new entrants in order to determine if a student is in need of Bilingual Education or English as a Second Language (ESL) services. During the informal interview all parents are given a Parent/Guardian Home Language Identification Survey (HLIS) available in their native language to identify the child's language proficiency. HLIS is reviewed and each parent is interviewed by a qualified pedagogical staff member, Ms. Tatyana Zaslavskaya determines student eligibility for Lab-R testing, and enter this information in the designated ATS screen. Completed HLIS forms will be placed in the student's cumulative file and remain a part of the student's permanent record. All Lab-R eligible new entrants are tested less than 10 school days after the date of enrollment. The LAB-R is hand scored to determine if the pupil scored below a state designated level of proficiency to be eligible for Bilingual or ESL services, and to expedite appropriate student placement. All new entrants to who have a home language of Spanish and score below proficiency on the LAB-R will be administered the Spanish LAB.
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.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. A parent notification/ entitlement letter in their native language is sent home, stating the LAB-R results and the eligibility for services. Parents/Guardians of pupils designated as Limited English Proficiency are invited to participate in a Parent Orientation. During the orientation parents are provided with an opportunity to view a Orientation Video for Parents of Newly Enrolled English Language Learners where programs placement options are presented with clarity and objectivity. This video is available in nine languages. Parent brochures are disseminated in their native language to reach the understanding each available program. Translation services in the parent's native language are provided for those parents whose native language is not available in the video form. P.S. 299 currently offers Free standing ESL Program to honor parental selection as indicated on the Parent Survey and Program Selection Form. Parents who are unable to attend the Parent Orientation are contacted by Ms. Tatyana Zaslavskaya who schedules one-on-one meetings with those parents to complete

and return the Program Selection Forms.

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](#)].)

A parent notification/ entitlement letter in their native language is sent home, stating the LAB-R results and the eligibility for services. The Parents Survey and Program Selection Form are distributed to the parents in their native language during the Parents Orientation session. All documents are stored in the main office. If the form is not returned, the ESL teacher and the parent coordinator contact the parent via the phone to make sure that the form is returned in the timely manner. Ell coordinator responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed.

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.

In order to place students in an appropriate program, parents are informed about three instructional program models in their native language. Parents' choice, coupled with program availability, determines program placement for ELLs. Communications activities include the parent coordinator translates for those parents that speak Spanish. For other languages we contact the translation and interpretation unit.

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.

ESL coordinator generates RLER Report to obtain the list of students eligible for the NYSESLAT. Parents are notified by letter from the principal about NYSESLAT test administration period. The administration schedules a meeting for the parents to discuss the components of the NYSESLAT and provide home activities to practice for the test. The test coordinator and administration work on schedule for each subtest: Speaking subtest must be administered to students individually, Listening, Reading, and Writing subtests must be administered to groups of students.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parents Survey and Program Selection Forms for the past few years we have found that parents' choice is ESL 2% of ELL parents selected the bilingual program and 98% selected the ESL program. Program model offered at P.S.299 is directly aligned with parent requests.

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])?

As of September 2013 grades K-5 including Special Education at P.S. 299 have been participating in the Free Standing English as a Second Language Program. Pull-out model for lower grades K-3 and Push-in model for upper grades (4-5) that follows the NY State Commissioner's Regulation Part 154 which is aligned with the Ready Gen Reading Program for grades K-5. The school follows heterogeneous model (mixed proficiency level on the same grade)

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

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

The administration insure that mandated number of instructional minutes is provided according to proficiency level of ELLs: 360 minutes per week for Beginning and Intermediate Level, and 180 minutes for Advance level as per NYS CR Part 154. In addition, the ESL teacher works in congruence with the classroom teachers to assure that each ELL is receiving the mandated ELL and ESL periods.

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.

ESL program includes providing academic subject area instruction in English using ESL strategies and methodology, aligning to ESL, ELA, all areas standards, and implement the Common Core State Learning Standards. We incorporate ESL strategic instruction in every lesson and within the content areas.

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

Students are provided native language support through use of books, web resources, glossaries, and technology.

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

ELLs are evaluated in all four modalities utilizing ELL Periodic Assessment, and teacher-created Reading, Speaking, Listening and Writing assessments on ongoing basis throughout the year.

6. How do you differentiate instruction for ELL subgroups?

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

Our plan for SIFE students includes: identifying all SIFE students through parent interview and student assessment, and preparing Academic Intervention Plan for each SIFE student. We will assign a member of the Academic Intervention Team to each individual student to make sure that all SIFE students are involved in the after school programs, Saturday Academy and Extended Time.

When a new student is registered in our school, we provide then following resources to facilitate the transition.

- An informal student orientation by the ESL Teacher
- Buddy system identifying a similar student in his/her class that will assist her/him during the day
- Provide student with explicit teaching of academic language in all content areas with the use of visuals and hands-on experiences to promote language development in content areas.

- Encourage student to participate in the After School activities
- Informal assessments as well as progress monitoring in order to identify possible Academic Interventions programs such

as: Wilson Program, Leap Frog Reading Intervention, Voyager Passport, Harcourt Literacy Intervention Station, on-line Phonics and Reading Program such as Destination Learning.

- Provide student access to age-appropriate, culturally relevant, and level appropriate class libraries and grade appropriate instructional materials

- Home school communication in the Native Language

ELLs receiving services 4 to 6 years in addition to intensive academic intervention will be provided with explicit teaching of academic language (reading and writing with differentiated instruction, utilizing scaffolding strategies, and emphasis on language patterns, vocabulary development, content area structures and lexicons.

. Long-term ELLs (in NYC school six years or more), will be identified by BESIS. Yearly progress on and NYSESLAT, ELL Periodic Assessment, ELA, Math, Science, Social Studies Exams will be used to drive instruction. Long term ELLs, in addition to intensive Academic Interventions, will be provided with accelerated, high quality instruction in English as a Second language utilizing scaffolding strategies with

differentiated instruction, and emphasis on language patterns, vocabulary development, content area structures and lexicons.

We are continue to monitor students’ progress after exiting ESL program for the next two years. Former ELLs are provided with an additional support in literacy through the use of scaffolding and web based programs.

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?

This school year we have six special needs ELLs. Our policy for special needs students include: ensure that teachers of students with an IEP are familiar with students’ particular needs and all services are provided accordingly to the IEP mandates. We plan to improve achievement levels for special needs students by reviewing all assessments we will be able to identify the stumbling blocks of progress: disability vs. language issues as well as determine the instructional/intervention service. To provide strategies and skills necessary to improve literacy development and math skills students will receive intensive academic interventions such as: CTT, small group instruction and one-on-one instruction by classroom teacher, the IEP teacher and /or SETTS teacher.

Teachers are utilizing Native Language support (on-line dictionaries, picture dictionaries, visual support, hands-on experiences, and buddy system) to make content comprehensible. We provide students access to age-appropriate, culturally relevant, and level appropriate bilingual class libraries and grade appropriate NYSESLAT instructional materials to prepare the students for the NYSESLAT Examinations.

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?

Bridging resources between ELL and SP ED departments; will assist us in developing more inclusive classes and mainstreaming activities, as well as, providing more extensive professional development, effective instruction strategies and collaboration among General Education, Special Education. and the ESL teacher. Our goal is to educate children with disabilities alongside their more typically developing peers whenever possible. Therefore, the IEP team must first consider whether child's needs can be met in a general education class. Students with disabilities who receive Integrated Co-Teaching services are educated with age appropriate peers in the general education classroom. ICT provides students the opportunity to be educated alongside their non-disabled peers with the full or part-time support of a special education teacher to assist in adapting and modifying instruction.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

Native Language Usage and Supports

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



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

native language supports.

B. Programming and Scheduling Information--Continued

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

The targeted intervention programs for Beginner and Intermediate ELLs include Leap Frog Reading Intervention, Voyager Passport, Harcourt Literacy Intervention Station, on-line Phonics and Reading Program such as Destination Reading. Students are able to use bilingual on-line dictionaries and picture dictionaries.

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

ReadyGEN comprehensive program offers a variety of scaffolding strategies and scaffolding routines. ESL program assessments include, DIBELS, Reading 3D, ReadyGEN's beginning-of-the year screening test, unit tests, and end-of-the-year test. The data and outcome of these assessments will be used not only to drive instruction, but to differentiate the instruction to meet the needs of the individual needs of ELLs. We are planning to continue provide transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT by providing them with testing accommodations, small group instruction provided by the classroom teachers to meet their academic and language needs. In congruence with the classroom teacher the ESL teacher will continue to monitor and keep record of their progress. All teachers In addition our Bilingual Social Worker and Bilingual Speech Teacher are available to provide needed services.

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

For next year the we are planning implementation of the ReadyGEN Literacy Program. We have Vertical Planning Team that implement curriculum maps, and Teachers Inquiry Team on each grade level to monitor students' progress and review strategies. We will continue to increase the utilization of technology and seek the support of our CFN Children First Network 307.

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

We are not planning to discontinue any programs.

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

All ELLs are afforded equal access to all school programs such as: the 37 minutes small group tutoring and after school program. In addition, P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support.

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

Administrative leadership support the implementation of Language Allocation Policy at P.S. 299 has been shown by committing funds to purchasing materials of the same high quality as materials purchased for the general population. For Grades K-5 the ReadyGEN reading Program provides teachers with The Scaffolded Strategies Handbook that offers teachers a variety of strategies for ELLs. Each classroom has a leveled library for all readers. Go Math program we use, is aligned to the Common Core and all mathematical practices are completely embedded in the lesson. Program has a digital component that provides the opportunity for lifelong learning skills for students. Program has an ELL Activities Guide.

The Harcourt Science Series implements the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities. In addition, all teachers will be using the ESL Support Book, which provides activities and ideas for addressing language needs in three critical areas: Comprehensible Input, Language and Vocabulary, Background and Experience.

This ESL support, provides modified instruction for every lesson in the program. Scaffolding structures are built into each lesson, and a variety of language experiences are offered. Harcourt Social Studies will be used in Grades K-5 which also offers an array of components, strategies, activities, visual glossary, simplified language, and comprehension aids designed to help students who have difficulties grasping key chapter concepts. In order to expand the technology initiative, we will foster an understanding of the concepts and principles of technology by providing ELLs with Internet access, use of Wordbook, on line use of Discover Education and use of online technology and application to integrate technology in the content areas. In addition, a research-based supplementary literacy computer program Destination Reading provides ELLs with rich, diverse language experiences and facilitates the transition from spoken to written language. Destination Learning is a multisensory technology system that incorporates prints and multimedia to build proficiency skills and delivers content. Technology is further integrated into our ESL program through the Destination Reading Program. Program provides ELLs with a research-based language acquisition curriculum specially designed to meet the needs of English language learners. The components of Destination Reading include strategic language support in English or students' first language, measurable gains, academic language, research-based literacy, and tutoring technology. Program includes Math, Science and Social Studies.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered through native language books in the library and promoting reading in the native language at home. Parents can borrow bilingual books from the ESL teacher for reading with children at home. In addition, our classroom spanish speaking teachers can assist in native language students who are having difficulties grasping key lesson concepts.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services such as: speech, vision and guidance correspond to ELLs' age and grade level. We provide high interest rigorous academic curriculum for all ELLs' by aligning resources that are age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Activities for newly enrolled ELLs consist of an Orientation Assembly, School Tour, and Meet the Teachers.
18. What language electives are offered to ELLs?
P.S.299 is an elementary school, currently we do not offer any language elective.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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.

In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by committing funds to provide an on-going professional development for the ESL teacher as well as teachers who are working with the ELL population. In addition, the Language Allocation Team working collaboratively with the grade inquiry teams to discuss a continuous improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth. We will continue our commitment to well-designed professional development to our diverse student population by teachers attending monthly Professional Development workshops. We will continue to conduct ESL workshops at our school in the 2013-2014 school years with the assistance of the Instructional Support Specialist from the CNF – Children First Network 412 on topics such as: Effective Instructional strategies for ELL s, Scaffolding for Language development to Support ELs in Second Language Acquisition Stages and Developmental Levels, Differentiated Instruction for ELLs – Identifying students' learning styles, differentiating, content, process, product/assessment to meet the individual student needs. The 7.5 hours training is offered for all staff through on-site training, the UFT Center, and OELL Office.

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?

To facilitate parental involvement and community partnership, our school parent coordinator will continue to organize a variety of monthly parental workshops that have been presented by bilingual instructors. At the beginning of the school years our Bilingual Parent Coordinator in collaboration with the ESL teacher distribute Parent Surveys in order to find out the needs that the parents would like to have address during Parent Workshops throughout the school year. In addition, our Parent Coordinator has a designated area in her office to provide parents of newcomers with HLIS, Parent Orientation Video, brochures in 9 languages which focus on orienting the parents to the school system and exploring the program options and their rights to choose educational options for their child.

To ensure home school communication, bilingual parents are provided with additional funding for notifications and materials translations. Some of the monthly partnership activities at P.S. 299 will include topics such as:

- Bilingual Parent Orientation/Program Selection - to inform parents of the educational options available for their children Parents Rights for ELLs
- NY State ESL learning standards, ELA Curriculum and Assessments Informational Meeting for Parents.
- Orientation for Free English Classes for Parents and Free After School for Children –Community Program Parent and Child Together Time.
- Academic Intervention Informational Parent Meeting
- Learn strategies you can use at home to prepare your child for the New York State ELA and Math Exams -parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Learning Standards, Social Studies and Science Curriculum Workshops for Parents
- Implementing the New Promotional Policy

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: Thomas Warren Field School

School DBN: 32K299

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wilma Kirk	Principal		1/2/14
Sharon George	Assistant Principal		1/2/14
Jeanette Sanchez	Parent Coordinator		1/2/14
Tatyana Zaslavskaya	ESL Teacher		1/2/14
Bibiana Hoyos	Parent		1/2/14
Yvonne Rodney	Teacher/Subject Area		1/2/14
Jason Cotto	Teacher/Subject Area		1/2/14
N/A	Coach		1/2/14
N/A	Coach		1/2/14
Rita Carrington	Guidance Counselor		1/2/14
	Network Leader		
DeNeil Campbell	Other <u>SETTS</u>		1/2/14
Amelia Flores	Other <u>Speech</u>		1/2/14
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K299 School Name: Thomas Warren Field

Cluster: 4 Network: CFN 412

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.

We have conducted an assessment of written translation needs based on Home Language Surveys. Based on the results of the surveys and data of our school population includes 68% African American, 30% Hispanic American and 2% other. The above data indicates that we have a high need for written translation and oral interpretation in order to effectively communicate with all parents including those whose Home Language is not English in order to increase parental involvement and parents' capacity to effectively work with their children at home in order to improve their children's academic and social skills.

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

Our written translation and oral interpretation needs were reported to the school community through our Language Allocation Policy which is a part of the SCEP Plan for 2013-2014. The major languages spoken in the school are English and Spanish. We make all of our parents feel welcomed in the school by providing written and oral communication to our parents by translating information in Spanish at all meetings and parent workshops. The parents are greeted in the main office by either the parent coordinator or the family worker who speak both languages. The policies are shared with the School Leadership Team as well as the PTA.

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.

Our written translation services will be in the form of parent letters, flyers and other correspondence translated by in-house bilingual staff members. Notices are given to the individual(s) for translation in a timely manner so that the outgoing correspondence is written in both English and Spanish. Written correspondence regarding the Title 111 Program is distributed by the ESL Teacher who services students during the day and afterschool.

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.

Our oral interpretation services are provided to parents at every PTA Meeting, workshops, informational sessions and upon entering the school on an as needed basis. These oral interpretation services are provided by in-house school staff. Parent volunteers gladly offer to provide interpretation for each other when necessary. These services help support language acquisition for our parents and one of our parents is now the Vice President of the PTA and sometimes meet with the Superintendent during President Council Meetings in the absence of the President.

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>.

To comply with Chancellor's Regulation A-663 parental written notification will be forwarded to the translation unit in the absence of the in-house school staff. The in-house school staff member will be compensated out of the translation and interpretation funds for any school documents which need to be translated on school premises.

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: PS299	DBN: 32K299
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School. This instructional program will service ELLs in grades 1-5 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher and a certified common branch teachers and will provide supplementary instruction to ELL students in grades 1-5 on Monday and Tuesday from 3:30pm-5:30pm. This supplementary instruction will take place from November 2012 until April 2013. The instructional program will be in alignment with the New York City performance standards and NYS Common Core Learning Standards. We will focus on developing students' oral language, vocabulary development, reading and writing skills. The students attending the Title 111 After-School Program will be provided with differentiated instruction and practice based on itemized assessment analysis of data administered by the ESL and classroom teachers. There will be small group instruction coupled with scaffolding to give support to the students, effective phonemic awareness, phonics and fluency instruction.

Administrative leadership and support will be provided in order to implement the Language Allocation Policy at P.S. 299 by purchasing instructional materials that are high quality, high interest to bridge English and the native language of our students. For Grades 1-3 the Harcourt reading Program materials will include ELL Intervention Resource Kit, Leveled Libraries for all readers, and Moving-in-to English Series. In order to integrate technology, we will utilize a software program Clicker 6 which is a reading/writing tool tailored to the students individual needs. Other resources in the form of literacy games, audio/visuals support will be used to build oral language and reading fluency skills. In addition, we will integrate art and literacy through the Studio in the School Program.

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: In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an on-going professional development for the ESL teacher as well as teachers who are working with the ELL population. In addition, the Language Allocation Team working collaboratively with the grade alike inquiry teams will meet regularly to discuss a continuous improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address students weaknesses and target areas for growth. We will continue our commitment to well-designed professional development for our staff to better service our diverse student population by attending Professional Development workshops .We will continue to conduct ESL workshops at our school in the 2012-13 school years with the assistance of the Instructional Support Specialist, Betty Ortiz, from the CFN 412 on topics such as: effective instructional strategies for ELL s, scaffolding for language development to support ELLs in Second Language Acquisition Stages and Developmental Levels, Differentiated Instructions for ELLs – Identifying students' learning styles, differentiating content to meet the individual student needs. Scaffolding in Math and Science - Implementation of the Common Core Standards and Data Analysis and instructional implementation.

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

Part D: Parental Engagement Activities

Begin description here: To facilitate parental involvement and community partnership, our school parent coordinator and ESL instructor will continue to organize a variety of parental workshops . At the beginning of the school year our parent surveys in order to find out the needs that the parents would like to have address during parent workshops throughout the school year. To ensure home/school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Common Core Learning Standards, ELA Curriculum, Assessments Informational Meeting for Parents, Orientation for Free English Classes for Parents and Free After School for Children (Community Program Parent and Child Together Time), Learn Strategies You Can Use at Home to Prepare your child for the New York State ELA and Math Exams(parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Learning Standards). We will conduct orientational Title III Afterschool Program parents conference.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7,026.60	Per session-Instructional 35 days x2 hrs=70 hrsx2 teachers @\$50.19 hr=\$7,026.60
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1,600 (8 days at \$200.00 a day)	Studio In A School will integrate the arts with literacy
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 	\$2,400 1. \$344	Materials for students afterschool - PCIEducation ELL Resources 1. Real- World Audio Cards

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.	2. \$99.95	2. Strategies for Building Academic Vocabulary
	3. \$210.90	3. Language Art Games
	4. \$109.95	4. Basic Skills Reading Puzzles
	5. \$175	5. Language First Neighborhood Starter Kit
	6. \$109.60	6. New York SkillBridge Reading Grades 3-5
	7. \$277.06	7. Common Core Clinics Grades 1-2
	8. \$175	8. Language First Helping Others Starter Kit
	9. \$320.95	9. Comprehension Skills Program
	10. \$54.95.64	10. Home Vocabulary Set
	Educational Software (Object Code 199)	\$255.95
\$250.95		New to English: Build Language Skills
Travel		
Other	\$183.00	Refreshments for parent workshops
TOTAL	11,200.00	