



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: DANIEL HALE WILLIAMS PS 307
DBN (i.e. 01M001): 13K307
Principal: ROBERTA L. DAVENPORT
Principal Email: RDAVENPORT@SCHOOLS.NYC.GOV
Superintendent: BARBARA FREEMAN
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Roberta L. Davenport	*Principal or Designee	
Gloria Brandman	*UFT Chapter Leader or Designee	
Robert Catoe	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
LaToya Stephens	Member/ Parent	
Noemi Turner	Member/ Parent	
Eetiah Francois	Member/ Parent	
Tamika Henderickson	Member/ Parent	
Dianne Hilare-Newton	Member/ Teacher	
Christopher Guidarelli	Member/ Teacher	
Shonique Greene	Member/ Para	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 13K307

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	370	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	40	# SETSS	N/A	# Integrated Collaborative Teaching	49
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	4	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.5%	% Attendance Rate			89.6%
% Free Lunch	89.2%	% Reduced Lunch			4.0%
% Limited English Proficient	2.0%	% Students with Disabilities			26.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			63.6%
% Hispanic or Latino	28.1%	% Asian or Native Hawaiian/Pacific Islander			3.1%
% White	4.0%	% Multi-Racial			0.6%
Personnel (2012-13)					
Years Principal Assigned to School	8.16	# of Assistant Principals			N/A
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	2.4%	% Teaching Out of Certification			4.8%
% Teaching with Fewer Than 3 Years of Experience	26.2%	Average Teacher Absences			6.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4			17.6%
Science Performance at levels 3 & 4 (4th Grade)	80.6%	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	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (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	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.			
Strengths of the 2012-2013 SCEP are the professional development activities provided by the Great Books Foundation (GBF) grades 3-5, SuccessMaker (SM) grades 3-5 and the National Urban Alliance for Excellence in Education (NUA) grades kindergarten through grade 2; the work of the Instructional Lead Team that was focused on creating curriculum maps for pre-k through grade 5; the Social Emotional Learning (SEL) team's goals and activities and the plan to inform parents/guardians of the Common Core Standards			
Describe the areas for improvement in your school's 12-13 SCEP.			
The school continues to improve teaching practices.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Challenges include the lack of good quality comprehensive curriculum and resources across all grades for the Common Core Standards.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Teacher teams met regularly to write Common Core Standards driven units of study and curriculum maps. Professional development focused on building critical thinking skills. Students in grades 3-5 used an online curriculum program to support classroom instruction. The Social Emotional Learning team was formed and organized peer mediation training for 3 rd , 4 th and 5 th graders. Teachers in pre-k through grade 5 continued teaching a social emotional learning curriculum. Teachers also participated in a variety of professional development activities including use of SMART Board technology to support the instructional program. Classroom observations provided feedback to teachers in order to improve classroom instruction. Saturday Academy was implemented.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
N/A			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Challenges include the 1 st year implementation of new curriculum resources for reading and math.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The targeted subgroups for academic achievement are ELLs and special education students for both ELA and mathematics. The targeted students will demonstrate a 3% increase on both the NYS ELA and mathematics assessments.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with school staff through email, daily, weekly and monthly updates, faculty conferences, monthly grade meetings and 1:1 conversations. Parents will receive periodic academic progress reports, monthly calendars and letters. Information will also be posted on the school's customized web site and shared during SLT meetings and monthly PTA meetings.			
Describe your theory of action at the core of your school's SCEP.			
The school is committed to educating the whole child using the developmental pathways based on the work of Dr. James Comer from the Yale Child Study Center. These Pathways include cognition, language, physical, social, emotional and ethical development. Decision making is also influenced by the belief that learners must be actively engaged in order for learning to be actualized and that effort and persistence are dispositions that lead to success in school. The following High Operational Practices based on the work of NUA include: identifying and activating students strengths, building relationships, eliciting High Intellectual Performance, providing enrichment, integrating prerequisites for academic learning, situating learning in the lives of students and amplifying student voice are also core beliefs.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Theory of action is shared during the opening faculty conference and embedded in all professional meetings with staff. It is also shared with all staff developers working with teachers and in SLT meetings.			
List the key elements and other unique characteristics of your school's SCEP.			

Key elements include a well balanced professional development plan with clear objectives that is based on analysis of the school's data. Sustained professional partnerships ensure consistency and continuity as the faculty focus on depth over breadth in the continued implementation of the Common Core Standards. The priority focus on Social Emotional Learning is a unique feature of the school as it provides a structure for meeting the developmental needs of the whole child.

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

The improvement plan drives the work of the leadership cabinet in its weekly meetings. Monitoring, assessment and evaluation of the implementation is embedded in the cabinet's agenda. The leadership cabinet includes the principal, principal assigned, (2) APs and an Instructional Coach.

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).							
Improve instructional practices across classrooms to ensure that diverse students are consistently provided with multiple opportunities to access curriculum and demonstrate higher order thinking skills. (page 4)							
Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	E

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader's vision	X	2.3 Systems and structures for school development
	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, school leaders will develop and implement instructional systems to improve the academic outcomes for Students with Disabilities and those performing in the lowest-third in ELA by 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. All teachers will participate in professional development that shifts teaching practice. 2. Teachers of SWD will evaluate formative and summative student assessments twice monthly using a protocol for looking at student work developed during the 2013-2014 school year. 3. The administrative cabinet will meet weekly to plan professional development, to assess effectiveness and make changes.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. All teachers, administrators 2. All teachers 3. Administrators, Lead teacher
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Administrators will meet with teachers 3x/year to evaluate progress and effectiveness of professional development. 2. Teachers will assess and evaluate student work and set targets using rubrics for SWD and those in the lowest-third with the expectation that students move one level within each criteria on the rubric. 3. Administrative cabinet meets every Monday afterschool and will evaluate effectiveness of professional development monthly.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 – June 2014 2. Twice monthly from October 2013 – May 2014 3. Mondays, September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. No programmatic changes needed. 2. Twice monthly, a minimum of 100 minutes 3. Per session for (1) teacher leader, 33 Mondays, 2 hours each session , total 66 hours

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 ELT		PF Inquiry Teams		PF NYS Standards and Assessments
	PF Positive Behavioral Management Programs			PF RTI	X
					PF Common Core
					PF Parent Engagement
					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).					
Improve instructional practices across classrooms to ensure that diverse students are consistently provided with multiple opportunities to access curriculum and demonstrate higher order thinking skills.					
Review Type:	DQR	Year:	2012-2013	Page Number:	4
		HEDI Rating:	E		

Tenet 3: Curriculum Development and Support

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

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, instructional practices will improve across classrooms in ELA to ensure that diverse students are consistently provided with multiple opportunities to access curriculum and demonstrate higher order thinking skills, resulting in a 5% increase in student progress on NYS ELA and Mathematics 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	
<ol style="list-style-type: none"> All teachers will write unit and lesson plans that differentiate instruction for all learners and engage them in higher order thinking skills. Teachers will use formative assessment results to evaluate whether all students benefit from targeted tiered learning activities. Students will self assess using a proscribed rubric that allows them to reflect on their learning style and ELA goals. Selected teachers will provide targeted support to selected at-risk students in an afterschool program. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> All teacher teams All teachers All students Selected teachers 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> Teachers will evaluate student work monthly to ensure that students demonstrate progressive growth in achieving lesson/unit objectives. Teachers will evaluate formative assessment results at monthly grade meetings to ensure that students are demonstrating progressive growth and create instructional next steps as necessary. Students will self assess using a proscribed rubric that allows them to reflect on their learning style and ELA goals. Selected teachers will meet with administrators weekly to analyze student work to ensure that students are making progress. 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> October 2013-June 2014 October 2013-June 2014 	

3. October 2013-June 2014
 4. March 2013 – April 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers meet twice weekly during common planning times and after school per session.
 2. Teachers meet twice weekly during common planning times and after school per session.
 3. No programmatic details needed.
 4. Per session for 8 teachers, 1 day per week, 20 weeks, 3 hours each session, 326 total hours.

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		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.

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

Improve instructional practices across classrooms to ensure that diverse students are consistently provided with multiple opportunities to access curriculum and demonstrate higher order thinking.

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	E
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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.

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

Annual Goal #3

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

By June 2014, all teachers will use best practices for instruction to provide multiple entry points of access for all learners as evidenced by teacher practice, classroom observation and review of student work in order to show a 3% increase in the number of students demonstrating proficiency on the NYS ELA assessment.

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional development that shifts teaching practice by Amplifying Student Voice. Research based instructional practices to be embedded throughout the instructional core include: Argumentation, Equity of talk, Questioning techniques/Listening, Writing as a Vehicle for Expression and Intellectual Stamina.
2. Teachers will design projects and collect artifacts that demonstrate Amplifying Student Voice for SWD and those performing in the lowest third
3. Selected teachers will provide targeted support to students during Saturday Academy.

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

1. All teacher teams, supervisors, coaches and staff developer

2. All teacher teams, supervisors, coaches and staff developer
 3. Selected teachers, administrator
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Administrators will meet with staff developer after each session to assess progress and make necessary changes.
 2. Artifacts and projects will be measures against a standard rubric with the expectation that students move a minimum of one level on the rubric each month.
 3. Administrator will meet with teachers to debrief and assess student progress at the end of each session.
- D. Timeline for implementation and completion including start and end dates**
1. Teacher teams will meet monthly, November 2013 - June 2014
 2. Artifacts will be assessed monthly, November 2013 – June 2014
 3. Saturdays, March 2014 – April 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. NUA Staff Developer, (2) days per month and JGB staff developer (2) days per month
 2. No programmatic details or resources needed
 3. 1 teacher, 8 Saturdays, 1 hour sessions = 8 hours; 4 teachers, 8 Saturdays, 5 hour sessions = 160 hours, 1 Administrator, 8 Saturdays, 5 hour sessions = 40 hours

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		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.

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

Learning Environment Survey

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	3	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, the Social Emotional Learning Team (SEL) will revise the school-wide discipline plan in order to fully align it with the school-wide adopted social emotional learning principles resulting in an increase in the number of students requesting peer mediation during lunch and recess, a decrease in the number of aggressive incidents as evidenced by school data and ensuring that all students have the **supplies** necessary for school success.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Members of the SEL Team will meet bi-monthly to revise the school-wide discipline plan.
2. All teachers will continue to teach from the 4R's curriculum (reading, writing, respect, resolution) every Monday and integrate lesson ideas, skills and activities throughout the week with access to the materials and supplies needed for success.
3. A new group of student peer mediators will be trained by the staff developer from Morningside Center.
4. A consultant from the International Center for Leadership in Education will work with administrators and teachers to create a plan of action for the school.
5. The Diamonds Cheerleading squad will meet to design programs and compete in local and other events, improving the self-esteem of the students involved in program.

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

1. Teachers, administrators
2. Classroom teachers, students, administrators
3. Classroom teachers
4. Consultant, all teachers, all administrators
5. Paraprofessional, Administrator, Students

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

1. SEL Team with administrators will meet bi-monthly to evaluate and revise plans.
2. Teachers will meet with the consultant monthly to evaluate program outcomes and to plan for the use of appropriate materials and supplies.
3. Administrator will debrief with consultant after each session.
4. Administrator will debrief with consultant after each session.

5. Paraprofessional will meet with teachers of students in programs monthly to share progress.

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

1. Bi-monthly, October, December, February, April, June
2. Monthly, October 2013 – June 2014
3. Monthly, October 2013 – June 2014
4. April 2014 – June 2014
5. Selected dates afterschool and Saturdays

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

1. The SEL team made up of Morningside staff developer, teachers, related services staff, parents, parent coordinator and administrators will meet bi monthly during the school day
2. Teachers meet with the consultant monthly.
3. Consultant meets with teachers.
4. Consultant will provide a school-wide needs assessment and professional development for teachers.
5. Per session for paraprofessional, 3 hour sessions, 60 dates throughout year = 180 hours

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 used in Galaxy used to support the activities listed in part A. .

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

Learning Environment Survey results demonstrate that 60% of parents are satisfied with their children’s education.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	3	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

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

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, all parents will receive three interim Progress Reports stating their child’s current performance levels and the academic progress they have made to date in order to enable them to provide greater and more meaningful support to the children at home.

Strategies to Increase Parental Involvement and Engagement

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

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

1. The Instructional Cabinet will create Interim Progress Reports that are parent friendly, and aligned to the Common Core Learning Standards.
2. All classroom teachers will prepare and distribute interim progress reports to parents.
3. The Instructional Cabinet will plan workshops and follow-up surveys for parents to provide training on how to utilize the Progress Report data to assist their children in making academic progress.
4. Grade leaders and administrators will host workshops for parents following distribution of Progress Reports.

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

1. Instructional Cabinet
2. All classroom teachers
3. Instructional Cabinet
4. Grade leaders and administrators

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

1. By the end of December 2013 the Interim Progress Reports will have been created and shared with teachers.
2. Interim Progress Reports will be shared with parents in early January, late February and late April.
3. The Instructional Cabinet will plan workshops based on student data, targeting the greatest areas of need.
4. Parents will complete follow-up surveys at the culmination of the workshops and bi-weekly in order to assess the effectiveness of the training they have been given.

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

1. December 2013 – May 2014
2. January 2014 – April 2014
3. January 2014 – May 2014
4. January 2014 – May 2014

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

1. Per-session rate for (2) teachers on the Instructional Cabinet, x 5 sessions, two hours each
2. Per-diem rate for (6) teachers for coverage of 9 periods each, (3) for each Interim Progress Report distribution
3. Per-session rate for (2) teachers on the Instructional Cabinet, x 6 sessions, two hours each
4. Per-session rate for (2) teachers to host six (6) 90 minute sessions.

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Guided reading, shared reading, interactive writing, online learning program, Fountas & Pinnell Intervention program, Wilson	Small group and 1:1	Day
Mathematics	On-line learning program	Small group, 1:1	Day
Science	Through ELA	Small group and 1:1	Day
Social Studies	Through ELA	Small group and 1:1	Day
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Counseling practices to manage feelings, peer pressure, socialization and classroom functioning	Small group and 1:1	Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school creates a safe, attractive, welcoming and professional environment for teachers with clearly articulated vision, mission and goals. First year teachers are assigned to work with experienced colleagues in ICT where possible. Formal mentoring is provided through on site NYC Department of Education mentors. Flexible schedules including per session is offered as options for after school meetings with mentors. The Community Superintendent facilitates a tenure meeting for first, second and third year teachers. Teachers are recognized for exemplary practices and contributions. They participate in grade level and inquiry meetings focused on improving instruction. Teachers are given access to professional texts and other related material to support their professional growth. The administrators are readily accessible to teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Staff developers from the Great Books Foundation and the National Urban Alliance for Effective Education provide professional development that is aligned with the school's priorities including the Common Core Standards. Sessions are scheduled monthly from October through June. The 2013-2014 school wide instructional focus is based on two specific High Operational Practices: Amplifying Student Voice and Building Relationships. The trainers guide the faculty through brain based research strategies that build these effective classroom practices that include <i>Argumentation, Equity of Talk, Questioning Techniques/Listening, Writing as a vehicle for Expression, and Intellectual Stamina</i> . Teachers turnkey for paraprofessionals. Paraprofessionals also participate in summer professional development and with teachers during full day professional development sessions. The school purchased new reading and math curriculum resources that are aligned with the Common Core Standards. Teachers and administrators participate in on-going training in the use of these materials throughout the year. School administrators participate in DOE/Network PD as well as in site based workshops with teachers.

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.).
General school supplies such as school bags, pens, pencils, notebooks, book baggies and folders are provided for students in temporary housing.

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.).
Incoming pre school students begin with a staggered schedule to support their adjustment. Parent meetings are held to welcome families to the school and to provide them with information regarding the preschool program. Experience teachers are assigned and they provide the children with a caring, nurturing classroom experience. The curriculum is developmentally appropriate with hand on exploration and discovery, oral language development activities, family style dining and outdoor play. Socialization activities are carefully planned. A school based health clinic and dental clinic sponsored by Lutheran Medical Center is on premises and parents have the option of registering their child. A part time clinical social worker is on site and provides early intervention counseling and support as needed.

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.
Time is spent during Faculty Conferences to allow all stakeholders to take part in the decision making process regarding the selection and use of assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 13	Borough Brooklyn	School Number 307
School Name Daniel Hale Williams		

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 Ms. Roberta Davenport	Assistant Principal Dr. Deborah Isom
Coach Ms. Brinn	Coach Ms. Elizabeth Figueroa
ESL Teacher Ms. Mulan Mo/ESL/Chinese	Guidance Counselor Ms. Alexis Edwards
Teacher/Subject Area Ms. Kamla Penate/First Grade.	Parent
Teacher/Subject Area	Parent Coordinator Mr. Willie Crossland
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	334	Total number of ELLs	10	ELLs as share of total student population (%)	2.99%
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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 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														
self-contained														0
Push-In	2	2	1	2	3									10
Total	2	2	1	2	3	0	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	2	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	8	0	5	2	0	2	0	0	0	10
Total	8	0	5	2	0	2	0	0	0	10

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1		1	3									6
Chinese	1	1	1											3
Polish				1										1
TOTAL	2	2	1	2	3	0	10							

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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		1									3

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		2	2									6
Advanced (A)	1													1
Total	2	2	1	2	3	0	0	0	0	0	0	0	0	10

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
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.
Fountas and Pinnell is the literacy tool that is used to assess the early literacy skills of our ELLs. This data provides our school with information concerning the ELLs instructional needs in each of the 4 linguistic skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns show that the ELLs need instructional support in the areas of reading comprehension and writing across the curriculum.
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](#))
The low achievement patterns in reading comprehension and writing influence the intervention strategies and support that the ELLs receive not only from the ESL instructor, but also from the related services. The data enables the support services to identify and distinguish between the linguistic needs of the ELLs and the special developmental and psychological challenges that impact of the ELLs' learning.
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. The patterns across proficiencies and grades is below grade level for the ELLs. The ELLs score lower on these exams.
 - b. The school leadership and teachers meet weekly to review, discuss, and to implement instructional strategies and resources
 - c. The school is learning to identify and distinguish between the linguistics needs of the ELLs and the social and psychological developmental challenges that impede the ELLs successful acquisition of the target language
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](#).)
The social and emotional learning team and the C.A.R.E. team meet weekly to discuss, identify, and implement appropriate intervention strategies that will effectively address the instructional needs of the ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ELLs receives formative and summative assessemets in the content area subjects which provides data and instructional insight that can be used when making instructional decisions.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The AYP for ELLs is used to evaluate the success of our program.

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](#).)

For the initial identification of ELLs

1) The HLIS (Home Language Survey) is administered

2) An informal oral interview in English and in the native language is administered

3) The ESL instructor is the person who is responsible for the administration of the procedures which include conducting the initial screening, administering the HLIS, the LAB-R and the formal initial assessment.

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.

The ESL instructor meets with the parents of the students and they receive an orientation in their native language in which the different programs are presented and explained..

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](#)].)

The parents of ELLs receive the entitlement letters during the orientation meeting and these letters are returned, secured and stored at the school.

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.

The parents, the student and the ESL teacher meet to discuss the ELLs students' needs concerning his/her acquisition and mastery of the 4 linguistic skills in English. The parents are also given an orientation in their native language concerning the different programs that are available for the ELLs.

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

The principal meets with the testing coordinator and ELL instructor to schedule the test, by section within the mandated time frames. These dates were placed on the school calendar and sent home to parents and guardians in Spanish, Mandarin and English. A testing schedule is created for all sections of the test. All sections of the test are administered as scheduled under strict testing conditions within the mandated time frames.

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.  An average of ten students receive ELL services at the school. This is the program of choice for parents.

Part V: ELL Programming

A. Programming and Scheduling Information

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

PS 307 currently has an ESL program. There are 9 Beginning, intermediate ESL students who receive 360 minutes of ESL services and 180 minutes of ELA from their classroom teacher.

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.

In ESL, classroom instructional materials and resources include, but are not limited to Big Books in English, leveled fiction and nonfiction libraries, books on tape/CD in I, reference and project materials, laptop computers and Smart Boards.

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

Our school doesn't evaluate ELLs in their native language throughout the year. Newly enrolled ELLs are tested in Spanish LAB-R and are evaluated in their native language proficiency level.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through content area assessments, local and state assessments

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).

There are currently no SIFE students at PS 307. There are also no long term ELLs at PS 307. For former ELLs in years 1 and 2 after proficient, the ESL teacher provides extra support services. The ESL teacher works with the classroom teacher closely to ensure that those students continue to progress.

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?

Some of the instructional strategies include

- 1) NUA strategies for ELLs
- 2) graphic organizers
- 3) Thinking maps
- 4) Audio-visual instructional aides

- 5) Language frames
- 6) sheltered English approaches
- 7) Smartboard
- 8) Technological instructional aides
- 9) FUNDATIONS Phonics strategies

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?
 The ESL teacher works closely with the classroom teacher. She communicates with the classroom teacher at least once a week to discuss what they are working on in class so she can plan her lessons to meet the needs of students.

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

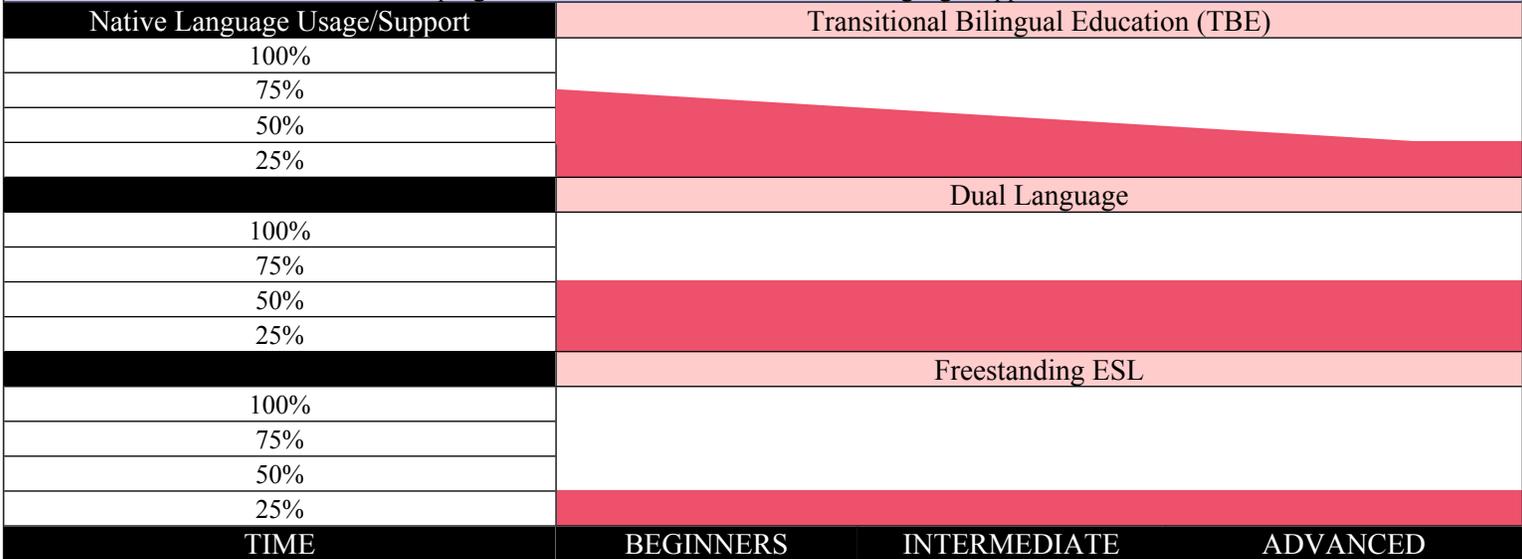
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Targeted intervention programs for ELLs include small group shared reading and writing across the grades. RTI services are provided by intervention teachers assigned to work with K-1, 2-3 and 4-5 grade bands: ELLs in grades 2-5 also participate in extended day academic support. The Fountas and Pinnell Intervention series is used by intervention teachers as part of the school's RTI service. These intervention programs are primarily English language based.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current ESL program is effectively meeting the needs of the ELLs. They are showing progress in the content area.
11. What new programs or improvements will be considered for the upcoming school year?
The STEM (science, technology, engineering, and math) is currently being introduced this school year.
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students belong to a classroom community and have the opportunity to participate in the choir, violin, sports and special activities at the school. ELL students receive supplemental services in extended day and Saturday Academy and can register for all afterschool programs. No distinction is made between our ELL students and the more general student body. Our ELL students are fully integrated into all school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Laptop computers, smartboards, audio-visual instructional aides, Internet resources
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Bilingual tapes, books, and audio-visually are used to support the ESL program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Instructional resources for mandated services for ELL students are grade and age appropriate. The ESL teacher plans with classroom teachers and participates in professional development in the use of curriculum resources. The ESL teacher arranges with classroom teacher to push-in to classrooms, where appropriate, to work with ELL students on standards driven learning activities.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELL students receive a welcome packet, meet with the principal, parent coordinator, and ESL instructor and are given a tour of the school. This welcoming activity is provided throughout the school year.
18. What language electives are offered to ELLs?
Mandarin
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- N/A the school does not have a dual language program at this time.

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.

There is one ESL teacher at the school. She participates in all professional development activities offered by the Office of English Language Learners provided by the Department of Education. The ELL teacher also participates in professional workshops offered by our network as well as school based workshops. The ESL teacher is expected to write a summary of each professional activity and her plan for implementation of new strategies or how she will modify her current practice as a result of new learning.

The ESL teacher participates in Department of Education sponsored professional development for the new reading program at the school that is developed around the Common Core Standards. Our ESL teacher participates in all middle school articulation activities that 5th grade teachers receive. The school organizes various activities, including visiting middle schools, for 5th grade teachers and students to support the transition to middle school. The school provides staff with ELL training during the Chancellor's PD day in November and June (2 hours total) and during grade meetings and inquiry meetings throughout the school year (5.5 hours total).

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?

ELL parents are invited to run for PTA offices. They are invited to parent workshops led by Spanish speaking staff. We are organizing monthly meetings for our Chinese families and invite their support in our recruitment efforts. Parents participate and help with cultural events presented to the school community such as the Chinese New Year celebration. Our ELL parents also serve as translators for new parents registering their children at the school. Our ELL teacher communicates with parents regularly to assess their needs. She works directly with ELL parents on completing the annual Parent Survey and disaggregating the results from our ELL parents. Parent involvement activities are always planned with parent input and guidance. There are several Spanish speaking staff members and a native Mandarin speaker at the school. Parents communicate their needs and interests to the staff.

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.

There is no additional information needed.

Part VI: LAP Assurances

School Name: Daniel Hale Williams

School DBN: 307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Roberta Davenport	Principal		1/1/01
Dr. Deborah Isom	Assistant Principal		1/1/01
Mr. Willie Crossland	Parent Coordinator		1/1/01
Ms. Mulan Mo	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. Elizabeth Figueroa	Coach		1/1/01
Ms. Brinn	Coach		1/1/01
Ms. Alexis Edwards	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **13K307** School Name: **Daniel Hale Williams PS 307**

Cluster: **6** Network: **612**

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

Part A: Needs Assessment Findings

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.

The Home Language Survey and information gleaned from meetings with parents and teachers are used to determine the school's need for translation services.

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.

Approximately 7% of families are in need of translation and interpretation services. This information is shared at faculty conferences, PTA meetings and in SLT meetings.

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.

Designated on site staff translates parent letters, monthly calendars and other print material generated by the school usually on the reverse side of written English documents. Translated school documents are posted on the school's website. The school's secretary will print and disseminate translated documents for parents that are issued by the Department of Education.

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.

Designated on site staff translates during meetings with non English speaking parents and guardians.

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

The Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services are provided parents when they register children at the school. A sign is displayed in the lobby of the school explaining in each of the covered languages the parents right to translation and interpretation services. Going forward, the school's safety plan will include procedures for parents in need of language access services are not prevented from reaching the school's administrative offices due to language barriers.