



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 323

DBN (i.e. 01M001): 23K323

Principal: LINDA L. HARRIS

Principal Email: LHARRIS 7@SCHOOLS.NYC.GOV

Superintendent: MAURICIERE DEGOVIA

Network Leader: NANCY RAMOS

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
Linda L. Harris	*Principal or Designee	
John Sutherland	*UFT Chapter Leader or Designee	
Precious Majors	*PA/PTA President or Designated Co-President	
Rose Sicard	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	
Andrea Jarrett	Member/ Teacher, Librarian	
LatoyaNewton	Member/ Guidance Counselor	
Rhonda Feaster	Member/ Parent Representative	
Renee Blunt	Member/ Parent Representative	
Lorna Crowl	Member/ Parent Representative	
Jade Feaster	Member/ Parent Representative	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Beginning September 2013 through June 2014, our goal is to improve teacher practice by engaging in short, frequent cycles of classroom observations and feedback using Danielson's Framework.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts and Mathematics as measured by the grades 3-8 New York State assessment in ELA and MATH.

ENGLISH LANGUAGE ARTS (Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2010	367	16%	59%	24%	2%	26%
All	2011	353	16%	48%	35%	1%	36%
All	2012	355	14%	53%	32%	1%	33%
All	2013	322	45%	40.4%	13%	1.6%	14.6%

MATHEMATICS(Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2010	366	15%	56%	25%	3%	28%
All	2011	353	16%	45%	34%	5%	39%
All	2012	355	15%	47%	30%	8%	38%
All	2013	323	67.2%	29.1%	3.1%	0.6%	3.7%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Targeted population: Teachers Pre-k through 8

By June 2014, all teachers will receive at least 5 formative classroom observations using a research-based rubric, focusing on three(3) school-selected competencies, to provide meaningful feedback to teachers that articulates clear expectations for teacher practice.

In an effort to impact student performance, as well as teacher performance, we will adopt the following **instructional strategies /activities outlined** below:

- 1. Administration will create a log of observations.**
- 2. Administration will begin observations in September.**
- 3. Provide professional development conducted by: mentors, Coaches, Assistant Principals, lead teachers, ELL, Special Ed. general education teachers, and consultants and other professional development opportunities on Danielson's Rubric focusing on competencies 1e, 3b, and 3d.**
- 4. Utilize Danielson's Framework for Teaching to develop teacher professional practice**
- 5. Teachers will engage in self-assessment using Danielson Rubric.**
- 6. Teachers will collaborate with Network Achievement Coaches to enhance professional development offerings.**
- 7. Support teachers in the use of technology to access instructional materials and support.**
- 8. Utilize Data specialist in providing support for interpretation of data and its relevance in driving instruction.**
- 9. Informal Observations – Teachers will receive a post observation conference that will utilize the Danielson rubric during conversation.**
- 10. All teacher teams meet for 37.5 minutes per week, 40 weeks per year to plan and conduct professional development.**
- 11. Professional Learning Communities (by grade level) allow teachers to receive the necessary professional development in the Danielson Frameworks, Measures of Student Learning, Citywide Instructional Expectations and Measures of Teaching Practices. PLC,s meet once a week and are scheduled into teacher programs.**
- 12. Assembly(Club) periods for students in respective grades are scheduled once a week and allow PLCs to take place.**
- 13. Common Planning Teams are inquiry teams comprised of 3-5 teachers who meet weekly to discuss student work. The focus aligns to Citywide Instructional Expectations literacy shifts in all core subjects and school goals. Common prep periods are scheduled into teacher programs.**

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

Lead Teachers, Data Specialist, AIS service providers, Administrators and Network Achievement Coaches.

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

- 1. Agendas with teacher outcomes aligned to Danielson Competencies, attendance sheets for PD.**
- 2. Professional Development plans as needed**
- 3. Observation Reports reflect clear expectations for teacher practice**
- 4. Log of Observations**
- 5. Teacher self-assessment and reflection**
- 6. Coaching Logs**
- 7. Assessments aligned to CCSS**
- 8. Teacher team binder to include minutes, agenda, attendance sheet.**
- 9. Student work samples with teacher feedback.**
- 10. Two units of study each in ELA, social studies and science that are aligned to the Common Core Learning Standards, including copies of performance tasks and rubrics.**

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

1. **Beginning 9/13 – 6/14**
2. **Bi-weekly & Monthly**
3. **During scheduled common preps, lunch and learn, faculty conference, teacher team meetings and study groups.**
- 4.

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

1. The Instructional Cabinet comprised of three administrators and two teachers. Faculty conferences take place on the first Monday of each month and we conduct grade conferences monthly after school to support professional development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **The Parent Coordinator will host meetings communicating with families regarding: instructional programs, and the citywide expectations**
- Provide 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.**

Budget and Resource Alignment

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

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

Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2013- June 2014 as indicated below:

- ✓ **Teacher per session (times per week) for after school differentiated professional development**
 - ✓ **Supervisor per session (times per week)**
- Professional instructional materials for use during professional development sessions**

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Beginning September 2013 through June 2014, we will continue to deepen and broaden work around the Common Core Learning Standards by engaging in more challenging assignments aligned to literacy standards in ELA, social studies and science, that will accelerate student learning, deepen their conceptual understanding and strengthen their ability to use textual evidence in writing and discussion.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA.

ENGLISH LANGUAGE ARTS (Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2010	367	16%	59%	24%	2%	26%
All	2011	353	16%	48%	35%	1%	36%
All	2012	355	14%	53%	32%	1%	33%
All	2013	322	45%	40.4%	13%	1.6%	14.6%

Instructional Strategies/Activities

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

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

1. Targeted population:

(Pre-k through 5 students).

Students will experience at least two Common Core-aligned units of study aligned strategically selected literacy standards in ELA, social studies and/or science as demonstrated by authentic student work, a shift in planning units of study as well as a deeper understanding of complex text and its uses.

Middle School (Grades 6-8)

Students will experience six Common Core-aligned units of study(two in ELA, two in social studies, and two in science) aligned to strategically selected literacy standards as demonstrated by authentic student work, a shift in planning units of study as well as a deeper understanding of complex text and its uses.

In an effort to impact student performance, as well as teacher performance, we will adopt **the following instructional strategies/activities** outlined below:

2. 90% of teachers will engage in **Looking at Student Work** by using protocols to support an understanding of student needs, a shift in scope and sequence requiring students to ground reading, writing, and discussion in evidence from text., as well as apply a task analysis guide to determine the academic rigor of instructional and assessment tasks.
3. Provide professional development conducted by: mentors, Coaches, Assistant Principals, lead teachers, ELL, Special Ed., general education teachers, and consultants for teachers to design and enhance their ability to create tasks.
4. Grade level teams will utilize two task bundles in literacy from the Common Core Library aligned to social studies and science.
5. Teacher team meetings will utilize protocols for student work analysis, develop assessments as needed and discuss instructional and curricular implications.
6. Teachers will collaborate with Network Achievement Coaches to enhance professional development offerings.
7. Teachers will meet on common preps, during lunch and learn, faculty conference, teacher teams and study groups meetings as a means towards developing the following: building relationships among colleagues, promoting involvement in a culture of professional inquiry, enhancing content knowledge and pedagogical skill.
8. Teachers create rubrics to provide effective student feedback.
9. Support teachers in the use of technology to access instructional materials and support.
10. Utilize Data specialist in providing support for interpretation of data and its relevance in driving instruction.

11. **Common Planning Teams** are inquiry teams comprised of 3-5 teachers who meet weekly to discuss student work. The focus aligns to Citywide Instructional Expectations literacy shifts in all core subjects and school goals. Common prep periods are scheduled into teacher programs.
12. **Professional Learning Communities (by grade level)** allow teachers to receive the necessary professional development in the Danielson Frameworks, Measures of Student Learning, Citywide Instructional Expectations and Measures of Teaching Practices. PLC,s meet once a week and are scheduled into teacher programs.

13.

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

Teachers, Data Specialist, AIS service providers, Network Achievement Coaches, and Administrators.

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

1. Agendas, attendance sheets from PD sessions.
2. Assessments aligned to CCLS
3. Teacher team binder to include minutes, agenda, attendance sheet.
4. Student work samples with teacher feedback.
5. Two units of study each in ELA, social studies and science that are aligned to the Common Core Learning Standards, including copies of performance tasks and rubrics.
6. Baseline and interim writing assessment.

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

1. Beginning 9/13 – 6/14
2. Bi-weekly & Monthly
3. During scheduled common preps, lunch and learn, faculty conference, teacher team meetings and study groups

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

1. Time has been allotted on Wednesdays and Thursdays to support professional development. Additionally, we conduct monthly grade conferences to support professional development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **The Parent Coordinator will host meetings communicating with families regarding: instructional programs, and the citywide expectations**
- **Provide 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.**

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **To engage all students in grades Pre-K through 8th in two Common Core-aligned units of study in Mathematics by June 2014.**

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts and Mathematics as measured by the grades 3-8 New York State assessment in ELA and MATH.

ENGLISH LANGUAGE ARTS (Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2010	367	16%	59%	24%	2%	26%
All	2011	353	16%	48%	35%	1%	36%
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All	2013	322	45%	40.4%	13%	1.6%	14.6%

MATHEMATICS(Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2010	366	15%	56%	25%	3%	28%
All	2011	353	16%	45%	34%	5%	39%
All	2012	355	15%	47%	30%	8%	38%
All	2013	323	67.2%	29.1%	3.1%	0.6%	3.7%

Instructional Strategies/Activities

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

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

Targeted population: Teachers Pre-k through 8

In an effort to impact student performance, as well as teacher performance, we will adopt the **following instructional strategies/activities** outlined below:

2. **Provide professional development conducted by: mentors, Coaches, Assistant Principals, lead teachers, ELL, Special Ed. general education teachers, and consultants for teachers to design and enhance their ability to create tasks.**
3. **Grade level teams will utilize two task bundles in math from the Common Core library that will develop fluency, application and conceptual understanding.**
4. **Teachers create rubrics to provide effective student feedback.**
5. **Teachers will collaborate with Network Achievement Coaches to enhance professional development offerings.**
6. **Teachers will meet on common preps, during lunch and learn, faculty conference, teacher teams and study groups meetings as a means towards developing the following: building relationships among colleagues, promoting involvement in a culture of professional inquiry, enhancing content knowledge and pedagogical skill.**
7. **Work with data specialist to deepen staff awareness and understanding of data.**
8. **Support teachers in the use of technology to access instructional materials and support.**
9. **School administrators and instructional coaches will provide timely feedback on all units of study.**
10. **Building a professional Development library**
11. **Common Planning Teams are inquiry teams comprised of 3-5 teachers who meet weekly to discuss student work. The focus aligns to Citywide Instructional Expectations literacy shifts in all core subjects and school goals. Common prep periods are scheduled into teacher programs**
12. **Professional Learning Communities (by grade level) allow teachers to receive the necessary professional development in the Danielson Frameworks, Measures of Student Learning, Citywide Instructional Expectations and Measures of Teaching Practices. PLC,s meet once a week and are scheduled into teacher programs.**
- 13.

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

Teachers, Data Specialist, AIS service providers, and Administrators

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

1. **Agendas, attendance sheets from PD sessions.**
2. **Assessments aligned to CCSS**
3. **Teacher team binder to include minutes, agenda, attendance sheet.**
4. **Student work samples with teacher feedback.**
5. **Two units of study each in ELA, social studies and science that are aligned to the Common Core Learning Standards, including copies of performance tasks and rubrics.**

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

1. **Beginning 9/13 – 6/14**
2. **Bi-weekly & Monthly**
3. **During scheduled common preps, lunch and learn, faculty conference, teacher team meetings and study groups.**
- 4.

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

1. **Time has been allotted on Wednesdays and Thursdays to support professional development. Additionally, we conduct monthly grade conferences to support professional development.**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

- **The Parent Coordinator will host meetings communicating with families regarding: instructional programs, and the citywide expectations**
- **Provide 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.**

Budget and Resource Alignment

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

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

Support: As a Title 1 School-wide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2013- June 2014 as indicated below:

- ✓ **Teacher per session (times per week) for after school differentiated professional development**
 - ✓ **Supervisor per session (times per week)**
- Professional instructional materials for use during professional development sessions**

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Beginning September 2013 through June 2014 we will develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts and Mathematics as measured by the grades 3-8 New York State assessment in ELA and MATH. Consequently, we believe that a reduction in disciplinary problems and the building of a positive, collaborative classroom and school culture should prove conducive to improving academic achievement.

ENGLISH LANGUAGE ARTS (Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2010	367	16%	59%	24%	2%	26%

All	2011	353	16%	48%	35%	1%	36%
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All	2013	322	45%	40.4%	13%	1.6%	14.6%

MATHEMATICS(Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2010	366	15%	56%	25%	3%	28%
All	2011	353	16%	45%	34%	5%	39%
All	2012	355	15%	47%	30%	8%	38%
All	2013	323	67.2%	29.1%	3.1%	0.6%	3.7%

Instructional Strategies/Activities

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

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

Targeted population: Teachers Pre-k through 8

By June 2013,

1. More teachers will report being well supported in addressing student behavior and discipline problems, as evidenced by an increase from 87% in 2011-2012 to 90% in 2012-2013 in the percentage of teachers responding “strongly agree” or “agree” to the NYC School Survey question, “I can get the help I need at my school to address student behavior and discipline problems”.
2. Number of suspensions based on classroom incidents will decrease from 15 principals in(2012-2013) to 10 principals in 2013-2014, as reported in OORS.

Instructional Strategies/Activites:

1. Teachers will participate in bi-monthly workshops centered on Lee Canter’s Assertive Discipline
2. Students will participate in monthly Character Education classes
3. Students will participate in monthly Peer Mediation activities
4. Professional development opportunities will be offered throughout the school community on strategies for maintaining positive classroom discipline.
5. School culture and climate team develops school-wide rules and procedures incorporating lessons from professional development workshops.
6. School leaders emphasize and reinforce relevant rules and procedures throughout school year.
7. Guidance Hearings are part of the “ladder of referral” and involve key staff to work with student and /or family in rectifying persistent behaviors/habits that impact negatively upon the student’s academic performance and/or social development. Guidance hearings are scheduled on an as needed basis.

2. Key personnel and other resources used to implement each strategy/activity
Teachers, Data Specialist, AIS service providers, Guidance Counselor, AP's, and Principal.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Total number of suspensions based on classroom incidents decrease from 15 principals in (2012-2013) to 10 principals in 2013-2014, as reported in OORS. An increase from 87% in 2012-2013 to 90% in 2013-2014 in the percentage of teachers responding "strongly agree" or "agree" to the NYC School Survey question, "I can get the help I need at my school to address student behavior and discipline problems."
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Beginning 9/13 – 6/14 Bi-weekly & Monthly During scheduled common preps, lunch and learn, faculty conference, teacher team meetings and study groups.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Time has been allotted on Wednesdays and Thursdays to support professional development. Additionally, we conduct monthly grade conferences to support professional development AIS providers, SBST and Administrators meet to ascertain behavioral intervention strategies for identified students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The Parent Coordinator will host meetings communicating with families regarding: instructional programs, and the citywide expectations
- Provide 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.

x

Budget and Resource Alignment

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

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

Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2013- June 2014 as indicated below:

- ✓ Teacher per session (times per week) for after school differentiated professional development
- ✓ Supervisor per session (times per week)

Professional instructional materials for use during professional development sessions

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

3.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Differentiated Instruction. The selection of instructional techniques depends upon student's capabilities, learning styles, interest etc.	Small group instruction and individualized instruction utilizing high interest materials which parallel the regular academic instructional program	During the school day and supplemental after school sessions.
Mathematics	The program spans the spectrum of interactive manipulative based instruction, from basic arithmetic skills and facts to higher-level comprehension including application of mathematical concepts aligned to the Common Core Learning Standards.	Small group and individualized differentiated instruction.	During the school day and supplemental after school sessions.
Science	The strategy includes interactive instructional strategies that link experiences in the classroom to the broader world and consistently connect science with other content areas.	Small group and individualized differentiated instruction.	During the school day.
Social Studies	The instructional approach will provide students with opportunities to practice in their individual areas of need. Instructional strategies will incorporate inquiry based units of study to help students master grade level social studies objectives.	Small group and individualized differentiated instruction.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><u>Guidance Counselor</u> - ERRSA program is an eight week duration for 30 minutes in a group or instructional setting sessions. It is used to address students' social / emotional needs. The services are</p> <p><u>School Psychologist</u> - At risk counseling with students before recommendation and referral involving observations of</p>	Individualized counseling and group counseling as is needed.	During the school day.

	<p>students who will possibly need at risk counseling. Update testing to see if student's academics have improved.</p> <p><u>Social Worker</u> - Child signs a contract with the changes he/she wants to make, and social worker follows up with the teacher and child once a week.</p> <p>Conduct sheet for teacher to sign.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. 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)	x	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.
<ul style="list-style-type: none"> ✓ Participate in on-line courses ✓ Provide professional resources and maintain a professional resource library ✓ Form vertical and horizontal teacher teams to support teacher enhancement ✓ Provide professional development to enhance and maintain quality teachers ✓ Mentors are assigned to support new 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).
<ul style="list-style-type: none"> ✓ Participate in on-line courses ✓ Provide professional resources and maintain a professional resource library ✓ Form vertical and horizontal teacher teams to support teacher enhancement ✓ Provide professional development to enhance and maintain quality teachers ✓ Mentors are assigned to support new 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.).
<p>Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2013- June 2014 as indicated below:</p> <ul style="list-style-type: none"> ✓ Teacher per session (times per week) for after school differentiated professional development ✓ Supervisor per session (times per week) <p>Professional instructional materials for use during professional development sessions</p>

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
School leadership Team, Teachers as cabinet members, Data Inquiry Team Members

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 323
School Name 323		

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 Linda L. Harris	Assistant Principal Yolanda Lawrence-Bennett
Coach Keith Bailey	Coach Carla Moore
ESL Teacher Shari Brathwaite	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Magdelene Jean Louis
Related Service Provider Kalimah Muhammad	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	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	415	Total number of ELLs	14	ELLs as share of total student population (%)	3.37%
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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 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	0
SIFE	2	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	12	2	0	2	0	0	0	0	0	14
Total	12	2	0	2	0	0	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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	1	1		2					7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1							2					3
Advanced (A)			1				1	1	1					4
Total	1	2	1	0	1	1	2	1	5	0	0	0	0	14

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

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

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

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

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

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

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

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

Early literacy skills of ELLs are assessed with ECLAS-2. This assessment tools provide benchmarks for students. The ECLAS-2 illustrates students' awareness of phonics, listening, writing and oral expression. Teachers also have weekly and monthly benchmarks for their class. Results indicate whether or not students have fundamental skills in reading and writing. These types of assessment tools are critical for successful planning, grouping and providing differentiation of learning. This assessment has given insight into the lack of prior knowledge and vocabulary needed in order to fully comprehend some of the passages.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The ESL teacher has seen distinct patterns on the NYSESLAT and LAB-R. Students tend to score at least one level higher on the speaking listening section as compared to the reading writing section. In addition, advanced students have difficulty in critical thinking and analysis. They have problems drawing conclusions and inferencing when reading. Intermediate and Beginner students are more inclined to encounter unknown vocabulary and have problems with facts and details. Other patterns found were with regards to moving up a level. On average, beginner and intermediate students move up a level by the next school year. However, the advanced students tend to stay advanced for a little while longer. Our rationale is that since the NYSESLAT is a comparable to the Common Core aligned ELA, results of both show that overall students have issues in critical thinking; critical thinking and analysis being an advanced level feature.
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 patterns revealed across NYSESLAT modalities will drive instruction. It was observed that many students are a few points away from proficiency in listening so the ESL teacher will make sure that the daily lessons include time for concrete listening activities. The goal of Annual Measureable Achievement Objectives (AMAO) is to make progress in learning English and attain English language proficiency. Educators use information from the Annual Measureable Achievement Objectives to set SMART Goals for students. Title III of the federal Elementary and Secondary Education Act (NCLB) requires states to establish English language proficiency (ELP) standards aligned to state academic content standards, yet suitable for ELL students learning English as a second language; annually assess the English language proficiency of each ELL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards; define AMAOs to measure and report on progress toward and attainment of English proficiency and academic achievement standards; and hold local education agencies accountable for meeting increasing AMAO targets for English language proficiency over time.

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 observed pattern across proficiencies and grades is that ELLs who come in early grades tend to test out at or before middle school. When comparing Native language testing to English testing, ELLs do the same. For instance, math class is taught in English so testing in

their native language is inconsistent with how they were taught. Overall, achievement in native language is similar as compared to achievement in English. NYSESLAT scores and the results of the ELL Periodic Assessment help teachers customize instruction to meet the specific needs of the students. This is important when planning and differentiating in the classroom. Results of the ELL Periodic Assessment also assist the ESL teacher in designing interventions for students who require more service. School leadership uses this tool

like they use the RAI. After ELLs have been in the system for approximately two years they tend to approach standard. At this point they have the tools for figuring out A) How to take a test and B) basic literacy skills.

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 school uses data to guide instruction for ELLs within the RtI framework. The framework is essential in providing ELLs with

rigorous, culturally responsive instruction. The guideline has been designed to assist teachers, instructional leaders, and ELL support services. Educators respond to the type and intensity of intervention needed. It begins at rigorous instruction. As a school, instruction is rigorous and based on evidence in the development of ELLs. When it is seen that the student requires more intervention, the school gives them a “double dose”. This simply means extra attention, activities, and experiences and given to ELLs to target the learning experiences needed. The final step of intervention is intensive and individualized instruction. Students receive this type of intervention in after school and in AIS throughout the day. Teachers collaborate between content area and ESL teachers to create a learning community that is knowledgeable and experienced in researched based Instructional Strategies. The math coach works closely with teachers to support rigorous instruction. The math coach also provides intervention services to whole classes. As a school we incorporate all language modalities during lessons (as per Common Core).

6. How do you make sure that a child’s second language development is considered in instructional decisions?
The ESL teacher is responsible for monitoring the progress of the student’s English language development. This progress is tracked through formal and informal assessments throughout the year. The ESL teacher shares this information with the teachers who have ELLs in their class. As a team, during Inquiry teachers use the data to drive instruction and or intervention. The Inquiry Team collaborates to develop effective and rigorous lesson plans. Oftentimes, the strategies used for the ELLs are used for the native speakers as well.
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?P.S./I.S. 323 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Overall, ELLs are approaching standard and meeting standard. Their achievement is in line with the achievement of the rest of the P.S./I.S. 323 population. We have high expectations of our ELLs and in fact for the past two years, the valedictorians were former ELL students. ELL population does not make an AYP category due to the number of ELLs at 323.

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](#).)
When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language parents use in their home. Parents are given the HLIS in their home language. ESL teacher Ms. Brathwaite or Assistant Principal Ms. Lawrence-Bennett administer the HLIS and conduct an informal oral interview to ensure that the child’s home language is what it says on the form. At times, parents need native language support during the intake process. ESL teacher Ms. Brathwaite, Spanish teacher Ms. McKenzie, or Parent Coordinator Ms. Jean-Louis assists in making sure that the parents fully understand what they are filling out and answer questions or concerns that the parents might have during the intake process. Ms. Brathwaite and Ms. Brown speak Spanish and Ms. Jean-Louis speaks French and Haitian Creole. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R), which is completed within the child’s first 10 days of school. Ms. Brathwaite, a qualified ESL Teacher, administers the LAB-R. Performance on this test determines the student’s entitlement to English language services. If LAB-R results show that the student is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents need to understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). To ensure that this happens, Ms. Brathwaite the ESL teacher holds orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. Letters are sent home a week prior to invite parents to the Parent Orientation. Parents indicate whether or not they will be able to attend. If they can not attend, the parent selection survey is sent home in their home language. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). The parents are shown the Parent Orientation video in their home language to ensure that they understand all three programs. The parents fill out the Parent Survey and the Program Selection Form. The ESL teacher is always present to address any questions. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parents request for their child. The survey and the selection form is stored in a locked cabinet in the ESL teacher's room.
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](#)].)
- Ms. Brathwaite the ESL teacher sends home Entitlement Letters, Non Entitlement Letters, and Placement Letters to all ELLs after the results of the LAB-R are handscored. Parents are informed that their child will be receiving English language services. The ESL teacher keeps a listed record of all parents who were sent home the Entitlement Letters, Non-Entitlement Letters, and Placement Letters. Parents who were unable to attend the Parent Orientation meeting were sent home Parent Selection Surveys in their home language. If the survey was not returned, then as per the CR- part 154, the default program is Transitional Bilingual. However, the ESL teacher ensures that all parents are provided with the appropriate information so that they will send back the Selection forms.
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.
- There is specific criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. If a parent chooses bilingual (which we do not currently offer here), then records are kept and we temporarily place the newly enrolled student in the program that is most appropriate, based on the available information. Under no circumstances should students be kept out of school or denied instruction while awaiting final completion and determination of the placement process. If/when enrollment of 15 or more pupils with limited English proficiency in one or two consecutive grades, in the same building, all of whom have the same native language, which is other than English, shall provide such pupils with Bilingual Education programs. Parents have the option to withdraw their child only from participation in a Bilingual Education instructional program. Prior to withdrawing their child from such a program, they must meet with the coordinator of the bilingual education program and the building principal. Parents also have the option to transfer their child into a bilingual education program if such a program is offered in another building in the same school district. However, as a minimum, the student must participate in a free-standing ESL program. There is no withdrawal option for ESL programs placement.
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.
- Annually, ELL students are evaluated using the NYSESLAT. Similar to the LAB-R, the NYSESLAT assess students' proficiency in Speaking, Listening, Reading and Writing in English. Ms. Brathwaite administers the NYSESLAT. To ensure all ELLs receive the NYSESLAT, an ATS report called the RLER is printed to show eligibility. Students are given all four parts of the test within the time frame. Students are tested with their peers. When the ELL scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT), he or she can enter a monolingual instructional program. If the ELL transitions to all-English monolingual classes after becoming proficient in English, he or she still receives bilingual or ESL support, as needed.
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. 
- Upon review of the Parent Survey and the Program Selection, it is apparent that parents in this school community tend to choose Freestanding ESL as the English language service. There were five newly entitled ELL students at 323 this year. All five of the parents selected Freestanding ESL as the program choice on the Program Selection document. Many of our new middle school

students come from P.S. 156. Those parents choose ESL as their choice as well. The program model offered at P.S./I.S. 323 (Freestanding ESL) has been aligned with parent requests. After watching the video, many of the parents still believe that Freestanding ESL is the best way to learn English. However, if there were ever any incongruence in the alignment of program model offered here and parent choice, as the ESL teacher I would do my best to get the child their appropriate education.

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])?

There are a variety of ways in which instruction can be delivered, but the organizational model used at P.S./I.S. 323 is Push-In and Pull-Out. Both models are used here to reinforce content and vocabulary. ELLs spend the majority of the day in all-English content instruction. They are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. The planning and articulation are documented. The classes are organized homogeneously to ensure that students receive instruction tailored specifically to their needs. In this way the ESL teacher can differentiate instruction more appropriately and make certain students get what they need. The push-in model is also used to reinforce content missed. The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. Even though the ESL teacher sits with a group, the classes are still organized heterogeneously 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)?

The language arts instructional component includes English language arts (ELA) instruction, native language instruction and English as a second language (ESL) instruction. In the Freestanding ESL component we have 13 ESL classes, from across 8 grades. They range from low Beginners to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push-In or Pull-Out assistance in their classroom. All teachers in the ESL program are fully certified.

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.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment to the demands of Common Core Learning Standards. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Differentiation occurs through curriculum content, the learning process, the end product, and the environment. Differentiation must occur for ELL subgroups as well. Lessons are scaffolded in depth and complexity allowing students to understand and

apply knowledge in ways that make sense to them.

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

The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in the native language (Spanish, French and Haitian Creole) and English, in a systematic and structured way, and is designed to develop the cognitive skills of limited English proficient pupils. The ESL teacher provides content area support for ELLs by aligning instruction with the social studies teacher and science teacher. Native language support is provided with bilingual books in social studies and science.

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

ELLs are appropriately evaluated in all four modalities throughout the year via formal and informal assessments. Formally, students are assessed in the four modalities via the LAB-R when they first arrive to the NYCDOE school system. Students are also assessed in the four modalities at the end of the school year with the NYSESLAT. A few times a year students also take Periodic Assessments which assess students in reading and writing. Students are assessed informally in the four modalities via formative assessments, interim assessments, and summative assessments throughout the year.

6. How do you differentiate instruction for ELL subgroups?

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

a. Currently, there are two SIFE students. There is an urgency to provide academic intervention services as an extension of the regular school program on both push-in and pull-out services. In order to do this the ESL teacher makes an individualized student needs assessment, create an AIS plan for the student focus on the literacy and math component, grade appropriate instructional support materials, and differentiate instruction in all areas. In addition, staff will receive professional development on SIFE students and strategies that benefit the SIFE within your classroom instruction.

b. When new student registers in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in After School activities.
- An informal assessment to provide to identify possible Academic Intervention programs.
- Home school communication.

Moreover, since NCLB requires ELA testing for ELLs after one year, our schools uses tests such as the periodic assessment from Pearson and the RAI to prepare for such examinations. Also newcomers receive remedial instruction in math during the After School program Monday through Wednesday.

c. The group of ELLs that sometimes gets ignored is the ELLs receiving service for 4-6 years. This group of ELLs is no longer newcomers and because listening and speaking proficiency is high, teachers sometimes forget that they are still learning English. In order to provide the best quality of education for this group, there must be differentiation in instruction. In order to do this, we create language rich instruction. Our policy also includes:

- An after school program, targeting reading and writing three days during the week.
- Offering a variety of clubs to middle school students including Spanish club to support ELA instruction.

d. Long term ELLs are often ignored in their content area classes because of their proficiency in speaking. An analysis of their scores on the NYSESLAT, ESL, and Math assessment suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

e. Former ELLs are an important aspect of the ELL population. They need to be monitored two years after receiving instruction. Teachers are aware of ELLs who have received proficiency on the NYSESLAT and pay attention to these students in case they need

additional help in the form of after school or AIS.

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?

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school.

Since English language learners with disabilities face many obstacles when reading literature in English we have developed practices that will help them overcome these issues. The inquiry team implements AIS services for targeted students providing them with appropriate remediation strategies to increase reading and comprehension ability. The inquiry team identifies these students and pulls them in small groups. ELLs with disabilities receive one on one attention as well. In addition, the Pupil Personnel Team (PPT) meets on a monthly basis to discuss and come up with solutions to academic issues seen in the classroom with ELL-SWD students.

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 school meets curricular and instructional needs by allowing for flexibility in the ESL schedule. Classes are inclusive to IEP and non IEP 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:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

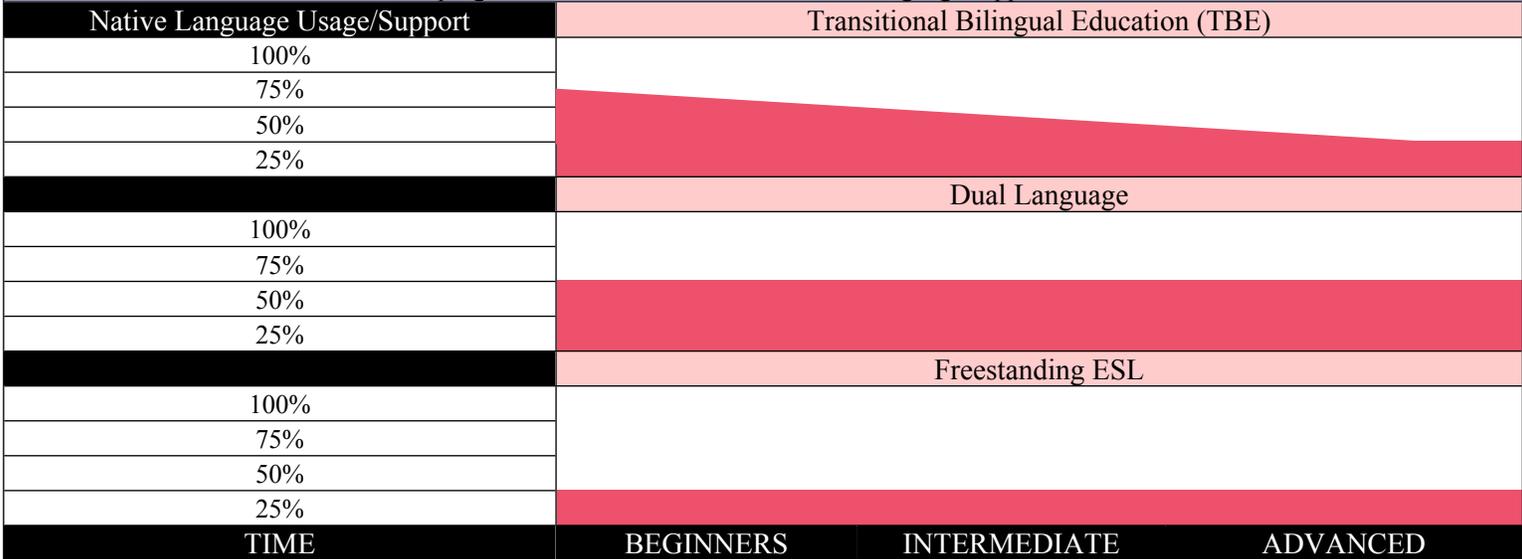
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

In order to assist our students in both academic achievement and assessment in ELA, math and other content areas, there are a variety of intervention services that we are working with this year. All ELLs receive small group instruction with teachers, AIS or the coach. All ELLs participate in the After School program as well. Targeted interventions for ELA includes differentiated instruction based on the RAI, teacher assessments and previous year's ELA scores. AIS teacher then uses small groups and ansillery materials to target specific skill areas. Students have the opportunity to work one on one and in small group settings. Targeted interventions for math include differentiated instruction based on diagnostics such as the RAI, teacher assessments and previous year's math scores. The teacher uses Continental Mathematics, ansillery materials and teacher created Common Core assessments to target specific skills. Targeted interventions for social studies and science include teacher based self assessments.

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

The current program is effective based on the quality and quantity of learning experiences that ELLs have at P.S./I.S. 323. Our strong suit is the effective merging of the native English speakers with the ELLs. ELLs are comfortable in their English learning environment while receiving native language support. The NYSESLAT scores also show that students are always moving towards proficiency. This year the ESL program emphasizes rigor and a data driven instruction. Interestingly, the scores of ELLs on the ELA and Math exam are comparable to scores of general education native speakers. With that said, it is vital that as a school, all students meet the standard.

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

Step Team through CHAMPS is a new program being utilized for the upcoming school year. CHAMPS offers students a chance to be active and prevent obesity. This year our school is building a new Science Lab. The brand new Science Lab will foster learning of science content through a hands on approach. In addition, several 6th grader are offered the opportunity to participate in the STEM program as a bridge with Brooklyn Tech High School. Lastly, this year we are implementing the DREAM program which prepares students for the specialized high school admissions test.

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

Unfortunately, Saturday program has been discontinued this school year.

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

ELLs are afforded equal access to all school programs- curricular and extracurricular. School programs include Performing Arts Clubs (Spanish, dance, basketball, science, and art), holiday assemblies/shows, Broadway Junior, Disney Junior, District Spelling Bee, District Art Contest/Show, Penny Harvest, 37 ½ minute after school, zero period tournaments, double dutch, basketball, CHAMPS and the Beacon Program. There is 100% ELL participation in all curricular activities and 37 ½ minutes after school. There is heavy participation in the Beacon Program. After school programs are funded through Title I.

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

Instructional materials used are aligned and/or support the Common Core Curriculum. As per Common Core, dependent on grade Ready Gen, Go Math, Code X, and Connected Math are used. In content area such as Social Studies, the textbook United States History by Holt McDougal is in English/Spanish. Teachers also use supplementary materials to develop vocabulary and learning experiences in general. Technology provides ELLs with a variety of visuals and interactive learning. At P.S./I.S. 323 there is an abundance of technology and technology support. There is a Smart Board and computers in every ELL classroom in the testing grades. In the lower grades, students use Smart Tables.

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

There is a large Native language library and a number of educational bilingual DVDs that students use for support. Students also supported through Spanish elective offered. The bilingual Parent Teacher Coordinator, Ms. Jean-Louis is another support system used.

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

ELLs who received a proficient on the NYSESLAT continue to receive support for at least two years. These former ELLs are identified in ARIS by all pedagogues in the building and are closely watched throughout their transition. There are many testing accommodations that ELLs receive. They include time extension, separate location, third reading of listening section on the ELA, and use bilingual dictionaries. Newcomers are supported via the buddy system and through ELLs and Former ELLs in the

building. Students in both middle school and early grades have the opportunity to join a variety of extracurricular activities to support their English language learning experiences.

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

Newly enrolled ELLs take part in our buddy system. Our school takes great effort to ensure ELLs never feel isolated. Many new ELLs join the Performing Arts Spanish Club which puts on an assembly during the first month of school during Hispanic Heritage Month. During that time many newcomers are introduced to other ELLs and Former ELLs in the building.

18. What language electives are offered to ELLs?

Spanish is offered to ELLs. Spanish speakers make up at least 70% of the ELL population at P.S./I.S. 323. Having the opportunity to take Spanish is a great way to support the native language.

19. For schools with dual language programs:

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

There is no dual language program at P.S./I.S. 323.

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.

The LAP team consists of Principal Linda L. Harris, Assistant Principal Ms. Yolanda Lawrence-Bennett, Math Coach Mr. Keith Bailey, English/AIS Coach Ms. Carla Moore, ESL teacher Ms. Shari Brathwaite, Parent Coordinator Ms. Magdelene Jean-Louis, and Related Service Provider (Speech teacher) Ms. Kalimah Muhammad. These team members support the staff in order to best service our ELLs. School staff, community learning support personnel organization, provide professional development. School Staff focuses on a variety of ELL needs. Primarily, the literacy needs of our ELL population within the Common Core Curriculum. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Furthermore, technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The support personnel takes workshops by teachers on our ESL teacher that include: scaffolding in the content areas, native Language Literacy Development, differentiation in the ESL classroom, ESL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. Quality Teaching Workshops and various workshops offered through BETAC and the Office of English Language Learners.

City-wide professional development regarding Common Core is offered to teachers of ELL students. All teachers of ELLs attended ReadyGen, CodeX, Connected Math, and Go Math Common Core Curriculum sessions. There are still sessions related to ELLs and Common Core offered throughout the year. The ESL teacher will be in attendance of those sessions and Common Core professional development offered through the Network.

The transition from elementary to middle school and from middle school to high school can be rather difficult. The guidance services are a source of valuable information. Many of the high schools that our ELLs go already have an abundant amount of ELLs there.

Professional development is held for content area teachers of ELLs for one hour three times a year (January, March, May). Training will be by ESL staff. In order to address the minimum 7.5 career hours of ELL training for all staff per Jose P., the school offers an ESL-themed workshop on Chancellor's Professional Development Days in November, January, and June. These workshops are designed to increase awareness of the needs of LEP students and to infuse ESL methodologies (i.e. SIOP) into general education classes. Records of this are maintained by the LAP team.

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?

Since only a portion of a student's day is spent in school, parental involvement is key to the successful development of students. Here at P.S./I.S. 323, we understand the value of parental involvement and hold our parents (along with ourselves and the students) accountable for student achievement. In the triad of parent, student, teacher, parents are the foundation. Therefore, we orient the school year around educating our parents with a variety of workshops and classes. For instance this year there will be two workshops centered on the NYSESLAT preparation and other state exams. Parents will have the opportunity to ask questions and share their ideas and concerns. Workshops are open to parents of former ELLs as well. Workshops and gatherings are excellent ways of assessing the needs of parents as well as developing shared priorities. Traditional workshops are parent centered so we like to take the round table approach. Parents are encouraged to share and take on important roles at the workshops. The PTA is a vital factor in developing the parent-student-teacher relationship.

The parent coordinator markets different functions we hold at school and is the contact to the parent leaders at the school. As most schools do, we are looking to boost parental involvement every year. The parent coordinator assists in providing translation services for the parents for all letters home and activities taking place at the school. Furthermore, the parent coordinator evaluates the needs of parents using informal and formal questionnaires. Parents are asked what kinds of activities they would like to see. The school also provides parents with the opportunity twice a month to visit the child in the class while they are working.

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.

PARENTAL INVOLVEMENT

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Part VI: LAP Assurances

School Name: 323

School DBN: 23k323

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Harris	Principal		11/12/13
Yolanda Lawrence-Bennett	Assistant Principal		11/12/13
Jean Louis	Parent Coordinator		11/12/13
Shari Brathwaite	ESL Teacher		11/12/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Keith Bailey	Coach		11/12/13
	Coach		11/12/13
	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: 23K323 School Name: 323

Cluster: CL 05 Network: N533

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.

Our objective, when conducting assessments, is to find out how many families are in need of translation services. We initiated this by first conducting a Home Language Survey for families. The survey was created to inquire as to the number of materials parents typically read and in what languages. We also scanned our data file for families who HLIS indicated that more than one language was spoken in the home. Based on the responses we received and other numerical data (regarding population and percentages), we assessed that we have a small Spanish speaking population in need of written translation. This written translation was mostly in the form of school notices and teacher notations in regards to homework.

Our objective, when conducting our assessment, was to find out how many families need oral translators. Again, we contacted the families who responded to our survey and who had previously indicated having a bilingual household. Our parent coordinator has also been a bridge between the concerns of our parents and our institution as a responsive unit. We have assessed that our only need is a need for translators during important meetings and conferences between parents, guidance counselors, evaluators, and teachers.

The majority population is of hispanic descent. There are also Haitian Creole and African descent families. From the needs assessment, it is seen that less than 1% of the population are in need of Spanish written and oral translation.

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.

Most of the parents preferred school notices and notes home from teachers or the office in their native language. To accommodate families we have used all available bilingual personnel for the use of written translations of all office documents. We have also trained staff in regards to both recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials have been present to staff in regards the methods and means in which they may have materials translated as needed. We are constantly assessing ourselves and well as are changing population to ensure that our approach is successful.

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers we have responded favorably. Licensed supportive staff, as well as, community volunteers has dedicated their time in an effort to accommodate the specific schedules of families. Professional development meetings (other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation. Meetings, whether during school, after school, or on Saturdays have been conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where a more experienced guidance is needed on a bilingual compliance issue, we feel confident that we can depend on our CFN bilingual liaisons will be able to guide us.

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.

Most of the parents preferred school notices and notes home from teachers or the office in their native language. To accommodate families we use all available bilingual personnel for the use of written translations of all office documents. We will also train staff in regards to recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials will be present for staff in regards to the methods and means in which they may have materials translated as needed. We will constantly assess ourselves as well as the changing population to ensure that our approach is successful.

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.

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers, we will ensure that our oral translation services for parents will be provided when needed. Licensed supportive staff, as well as community volunteers, has dedicated their time in an effort to accommodate the specific schedules of families. We will continue this trend in 2011-2012. Professional development meetings other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation.

Meetings, whether during school, after school, or on Saturdays will be conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where more experienced guidance is needed on a bilingual compliance issue, we will contact our CFN bilingual liaisons to guide us.

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 Parents Bill of Rights is provided online. The interpretation notice signs are provided as needed by the parent coordinator or the ESL teacher. Safety plan procedures are provided orally within the classroom setting and written in the school manual.