



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: PATROLMAN ROBERT BOLDEN ELEMENTARY SCHOOL**

**DBN (i.e. 01M001): 19K345**

**Principal: WANDA HOLT**

**Principal Email: WHOLT@SCHOOLS.NYC.GOV**

**Superintendent: JOYCE STALLINGS HARTE**

**Network Leader: ELLEN PADVA**

**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
Wanda Holt	*Principal or Designee	
Rehana Khan	*UFT Chapter Leader or Designee	
Kobby Swanzay	*PA/PTA President or Designated Co-President	
Pamela McRae	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Catrina Blount	Member/	
Crystal Sarvis	Member/	
Bridgett Devoe Diaz	Member/	
Paula Alleyne	Member/	
Monty Felter	Member/	
Monica Baptiste	Member/	
	Member/	

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

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

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

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

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

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

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

### **School Receiving Title I Funds**

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

## SCEP Checklist

### **All Schools**

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

### School Information Sheet for 19K345

School Configuration (2013-14)					
<b>Grade Configuration</b>	PK,0K,01,02,03,04,05	<b>Total Enrollment</b>	689	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	N/A	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	14
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	30	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	N/A	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	93.1%	<b>% Attendance Rate</b>			90.9%
<b>% Free Lunch</b>	100.0%	<b>% Reduced Lunch</b>			0.0%
<b>% Limited English Proficient</b>	10.2%	<b>% Students with Disabilities</b>			11.1%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.4%	<b>% Black or African American</b>			46.0%
<b>% Hispanic or Latino</b>	46.0%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			5.4%
<b>% White</b>	1.6%	<b>% Multi-Racial</b>			0.3%
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	8.17	<b># of Assistant Principals</b>			2
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			1
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			4.4%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	6.5%	<b>Average Teacher Absences</b>			6.8
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	15.0%	<b>Mathematics Performance at levels 3 &amp; 4</b>			15.2%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	88.5%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

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

## SCEP Overview

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

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

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Addressed challenges as highlighted in the 2011-2012 QR and the DQR in 2012-2013. We collaborated with staff, parents and administrators in the form of our SLT Team.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
We worked on higher levels of expectations on the part of staff, goal setting for staff, and consistency of instruction. Continued work is still required to improve our parent participation.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Ensuring all staff (or at the least the majority) were on-board with necessary changes. Increasing the implementation of the new common core, the teacher evaluation system and the change to the standardized state tests.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Thus far we were successful to a large degree moving forward across the board on our goals.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	Yes	No
<b>If all the goals were not accomplished, provide an explanation.</b>			
N/A			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	Yes	No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Major barriers that we see to be a yearly challenge are programming restrictions based on contracts, ELL population, Special Needs population, and staff resistance.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Have students show growth by 10% on State-wide exams between levels.			
To further assess specific RTI methods ensuring validity of interventions used.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders communicate through email, memorandums to staff and community through Outlook, the parent coordinator, letters mailed and backpacked home, planned events, professional developments, and automated voice messaging system			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
Improve instructional practice by incorporating higher expectations by staff and multiple entry points for all learners.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
By infusing critical CIE points; specifically, evidence in argument, vocabulary, and language acquisition utilizing Technology.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
One-to-one ratio of laptops for students in grades 3-5 and the incorporation of the Imagine Learning English program for our ELL student population.			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
Providing staff and parent's surveys (beyond the mandated environment survey), received a B on the 2012-2013 progress report, and that the school exceeded the state requirements for growth as a priority school.			

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Ensure that instruction is differentiated to provide multiple entry points for learning and increase student engagement according to identified instructional needs.			
<b>Review Type:</b>	QR	<b>Year:</b> 2011-2012	<b>Page Number:</b> 6
		<b>HEDI Rating:</b>	Developing

### **Tenet 2: School Leadership Practices and Decisions**

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

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
<b>By June 2014, there will be an improvement in the effectiveness of a minimum of 50% of our teaching staff in their ability to provide strategies that support multiple entry points for all students and that promote student progress, as measured by their students' formative/summative assessment data, and/or teacher observation reports.</b>	

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<ul style="list-style-type: none"> <li>▪ <b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul>	
<ol style="list-style-type: none"> <li>1. Administrators will participate in instructional rounds, conduct frequent informal and formal observations and provide teachers with timely, specific &amp; actionable feedback</li> <li>2. Teachers will develop SMART Goals to increase student achievement and to focus on teacher practice based on self-reflection.</li> <li>3. Implementation of Universal Design for Learning (UDL) principles will be used in all classroom instruction and activities</li> </ol>	
<ul style="list-style-type: none"> <li>▪ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>	
<ol style="list-style-type: none"> <li>1. Principals, Asst. Principals, Teachers</li> <li>2. Principal, Asst. Principals, Teachers</li> <li>3. Principal, Asst. Principals, Teachers</li> </ol>	
<ul style="list-style-type: none"> <li>▪ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>	
<ol style="list-style-type: none"> <li>6. Snapshots and observations</li> <li>7. Benchmark assessments; student work products; follow-up on recommendations from teacher observations</li> <li>8. Lesson plans</li> </ol>	
<ul style="list-style-type: none"> <li>▪ <b>Timeline for implementation and completion including start and end dates</b></li> </ul>	
<ol style="list-style-type: none"> <li>1. Start September, 2013. Ongoing through June 2014</li> <li>2. Start October, 2013. Ongoing through June 2014</li> <li>3. Start September, 2013. Ongoing through June 2014</li> </ol>	
<ul style="list-style-type: none"> <li>▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>	
<ol style="list-style-type: none"> <li>1. Provision in the schedule will allow teachers to participate in internal and external school-wide instructional rounds for opportunity to observe best practices</li> <li>2. Teachers will create SMART goals using school-wide template and data extrapolated from teacher observations</li> <li>3. Teachers will be provided an opportunity to attend ongoing professional development on UDL and Teacher Effectiveness.</li> </ol>	

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.								
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.								
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.								
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>	

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

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

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

#### **Major Recommendation**

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

Refine curriculum to enhance the rigor of academic tasks and work products and emphasize higher order thinking skills for a variety of learners.

<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
---------------------	----	--------------	-----------	---------------------	---	---------------------	------------

#### **Tenet 3: Curriculum Development and Support**

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

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

#### **Annual Goal #2**

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

**By June 2014, curricular activities will be Common Core aligned, rigorous, cognitively engaging, supportive all learners, and will be in coherence with the curriculum maps that are posted on Rubicon Atlas as evidenced by student tasks, assessment data, and work products.**

#### **Instructional Strategies/Activities**

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

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

1. Teacher teams will meet across grades and content area to allow more ongoing cohesive curriculum planning.
2. Curriculum Planning Team will develop curriculum maps and lesson plans that are in alignment with the CCLS to enhance rigor and implementation of critical thinking strategies.
3. New Common Core Curriculum adopted by the school is designed to encompass activities and assessments that promote rigor, student engagement, and meet the needs of all learners.

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

1. Principal, Asst. Principals, Teachers
2. Principal, Asst. Principals, Curriculum Planning Team, Teachers
3. Principal, Asst. Principals, Teachers.

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

1. Teacher Team Meeting Agendas
2. Curriculum maps and lesson plans posted on Rubicon Atlas
3. Student work products, end of unit assessments, classroom snapshots and observations

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

1. Start October, 2013. Ongoing through June, 2014
2. Start January 2014. Ongoing through June, 2014
3. Start September, 2013. Ongoing through June, 2014

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

1. Teacher teams will be required to meet two times a week to discuss challenges and the progression of the new curriculum
2. Curriculum Planning Team meets once a week to make necessary modifications to curriculum maps in addition to meeting with the Principal once a month and attending professional development trainings with the network.
3. Teacher teams will conduct gap analyses on student work to surface trends, patterns, misunderstandings, common mistakes, in an effort to devise responsive plans and next steps that are necessary to meet the needs of all students.

#### **Budget and Resource Alignment**

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

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

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Refine strategies to provide feedback to teachers around focused areas to support strategic improvement in instructional practice and overall teacher performance.											
<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	Developing				

#### **Tenet 4: Teacher Practices and Decisions**

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

#### **Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
<b>By June 2014, there will be an improvement in teacher effectiveness as mandated by a shared understanding of teacher excellence while targeting new and developing teachers in an effort to enhance their pedagogy and instructional craft as measured by an increase of "Effective" ratings in the Danielson instructional competencies.</b>											

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
1. Principal and Assistant Principal will conduct a minimum of four observations (formal and informal) for each teacher while focusing on the Danielson instructional competencies.											
2. Talent Coach, Instructional Leads, Assistant Principals and Principal will conduct ongoing professional development on Danielson competencies to assist teachers in improving their practice.											
3. Each teacher will create their SMART goals and their own professional growth plan with a member of the administrative team to assess their growth using a mid-year checkpoint and end-of-year feedback conference.											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
1. Principal, Assistant Principals											
2. Principal, Assistant Principals, Talent Coach, Instructional Leads											
3. Principal, Assistant Principals, Teachers											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											
1. Recommendations from formal and informal observations; lesson plans											
2. Agendas from professional development workshops; Snapshots and teacher observations											
3. Professional Growth Plan; Teacher SMART goals											
<b>D. Timeline for implementation and completion including start and end dates</b>											
1. Start September, 2013. Ongoing through June, 2014											
2. Start September, 2013. Ongoing through June, 2014											
3. Start September, 2013. Ongoing through June, 2014											

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Administration will use Teacher Observation Feedback Forms when conducting snapshots and observations, and schedule post-observation conferences to provide teachers with timely, specific and actionable feedback.
  - Talent Coach and members of the administrative team will work collaboratively to conduct professional development workshops on Teacher Effectiveness in alignment with the school's Professional Development Plan.
  - Teachers will use the ARIS Learn community to track and monitor their professional growth plan, in addition to using a school-wide SMART goal template to create their goals and monitor the achievement of those goals.

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

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

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

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

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

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

**Major Recommendation**

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

Deepen the level of analysis of school data to develop an understanding of subgroup patterns and trends to improve student outcomes.

<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
---------------------	----	--------------	-----------	---------------------	---	---------------------	------------

**Tenet 5: Student Social and Emotional Developmental Health**

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

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

**Annual Goal #4**

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

- By June 2014, via strategies such as collecting data, conducting gap analyses on student work, and monitoring progress school-wide, teacher teams and other members of our teaching staff will be able to disaggregate a variety of data to provide themselves with actionable feedback to support all learners including at-risk students.**

**Instructional Strategies/Activities**

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

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

- Weekly teacher team meetings will be held in conjunction with the administrators and Data Analyst to examine individual classroom data to assist teachers in disaggregating the data in order to make informed decisions.
- The Inquiry Team will meet bi-monthly to analyze sub-group data and subsequently disseminate the findings to the entire school.
- School-wide standards of data will be analyzed on an ongoing basis: SchoolNet data, state assessment data, ECLAS, Fountas & Pinnell, unit tests, teacher made tests, school wide custom tests, baseline assessments, student work samples, and student observations.

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

- Principal, Asst. Principals, Data Analyst, Teachers
- Principal, Data Analyst, Inquiry Team
- Principal, Asst. Principals, Data Analyst, Teachers

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

1. Review data from individual classrooms during teacher team meetings
2. Monthly data on subgroups: SWDs, ELLs, Lowest Third Population
3. Individual Teacher monthly data analysis reports.

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

1. Start September, 2013. Ongoing through June, 2014
2. Start December, 2013. Ongoing through June, 2014
3. Start September, 2013. Ongoing through June, 2014

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

1. Provision in the schedule allows for teacher collaborative meetings to provide the opportunity to conduct gap analyses and examine data with Data Analyst and administration.
2. Inquiry Team upon data analysis of subgroups, targets selected students in an effort to provide academic intervention services.
3. Data Reports are completed using data from assessments, and provided to supervisors for an in-depth analysis of student achievement and progress.

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

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

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

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

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

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

**Major Recommendation**

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

Ensure that school-wide communication support engagement and increase parent and teacher involvement.

<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Proficient
---------------------	----	--------------	-----------	---------------------	---	---------------------	------------

**Tenet 6: Family and Community Engagement**

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

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

**Annual Goal #5**

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

**By June 2014, the school will increase the level of communication by as measured by the Learning Environment Survey by 8% with parent and teacher participation and completion.**

**Strategies to Increase Parental Involvement and Engagement**

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

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

1. Progress reports will be administered to parents in addition to regular scheduled report cards to inform our parents about student progress.
2. Monthly assemblies and programs will be conducted to showcase student achievement.
3. Monthly calendars, notices and flyers printed in English and Spanish will be sent home to families to keep them abreast of programs and activities at the school.
4. School messenger system will be utilized to inform and remind families of upcoming events.
5. Principal's and Parent Association Breakfast and Dinners

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>Principal, Asst. Principals, Data Analyst</li> <li>Principal, Asst. Principals, Teachers</li> <li>Principal, Asst. Principals, Instructional Leads, Office Clerk</li> <li>Principal, Asst. Principals</li> <li>Principal, Asst. Principals, Parent Coordinator, Parent Association</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Progress Reports, Report cards</li> <li>Feedback forms from families</li> <li>School documents; parent surveys</li> <li>School Messenger Report</li> <li>Parent Attendance records from activities.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>Start November, 2013. Ongoing through June, 2014</li> <li>Start September, 2013. Ongoing through June, 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>School-wide progress reports generated by Data Analyst and administration, and disseminated to teachers for distribution to students.</li> <li>Teachers and administration coordinate events for students and families.</li> <li>Instructional Leads and Office Clerk create notices, calendars and flyers in dual languages to effectively communicate with families.</li> <li>School messenger report is generated as needed to track the improvement of communication with families.</li> <li>Cabinet members monitor and analyze the attendance records from Principal/Parent engagement activities to track parental engagement/involvement.</li> </ol>

***Budget and Resource Alignment***

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

<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

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

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

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ReadyGen NY Ready CCLS Hooked on Phonics Imagine Learning Passageways – Non-fiction  Small Group Strategy Lessons Writing from Sources – Non-fiction focus Scaffolded Lessons Building Academic Vocabulary throughout the disciplines.	Small Group scaffolded instruction push-in and pull-out models	During the school day After school Extended Day Sessions
<b>Mathematics</b>	EnVIsion Math – Intervention Component Buckle Down NY Ready CCLS  Problem Solving, Mathematical Fluency and Comprehension and Application of Real World Mathematical Situations  Building Academic Vocabulary throughout the disciplines.	Small Group scaffolded instruction Push-in and pull-out models	During the school day After school Extended Day Sessions
<b>Science</b>	Kaplan Building Academic Vocabulary throughout the disciplines.	Small Group, push-in and pull-out instruction	During the school day Extended Day Session
<b>Social Studies</b>	Read, Reason, Write CCLS Writing from Sources – Non-fiction focus Scaffolded Lessons Building Academic Vocabulary throughout the disciplines.	Small Group, push-in and pull-out instruction	During the school day Extended Day Session
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling sessions with the Guidance Counselor Referrals to mental health agencies and middle school choice options	One-to-one as well as small group	During the school day

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

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

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

**Title I Status**

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

**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.
*All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
*Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
*Mentors are assigned to support struggling and un-qualified teachers.
*Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days prescribed by the DOE guidelines and Chancellor's designated conference days.
*The principal in collaboration with the Network's Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

**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).
*Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days prescribed by the DOE guidelines and Chancellor's designated conference days.
*Professional development will take place during monthly grade meetings and faculty conferences as well as through Network and DOE opportunities to support teacher's needs and professional goals.
*Additional professional development for teachers directly connected to school wide instructional focus will be ongoing throughout the year with monthly offerings to accommodate staff members.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Identification of need based upon multiple sources of input then scheduled and spent based upon the schools SCEP and ongoing educational plan update.

**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.).
The Pre-Kindergarten Social Worker works in conjunction with the Parent Coordinator to conduct parent workshops to provide parents with information about the process of transitioning students from Pre-Kindergarten into Kindergarten.

**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.
Teacher Team meetings Departmental meetings School Leadership Team School Consultation Committee meetings All teams report up through their lead teachers and coaches to the administrative cabinet (coaches/leads are part of the administrative cabinet) where assessments are discussed and decided upon

**TA Schools Only**

**Use of Program Resources**

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

Not applicable

**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).

Not applicable

## **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 1<sup>st</sup> 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;

**19K345 School-Parent Compact**  
**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 1<sup>st</sup> 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 with 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 <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>345</b>
School Name <b>The Patrolman Robert Bolden School</b>		

### 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 <b>Wanda Holt</b>	Assistant Principal <b>Dianna LoCoco</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Shantel Nelson</b>	Guidance Counselor <b>D.Kenel</b>
Teacher/Subject Area <b>Maribel Bortoluzzi</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kathy Rodriguez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>694</b>	Total number of ELLs	<b>84</b>	ELLs as share of total student population (%)	<b>12.10%</b>
--	------------	----------------------	-----------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	12	9	11								32
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	8	17	11	0	9	7								52
SELECT ONE														0
<b>Total</b>	8	17	11	12	18	18	0	0	0	0	0	0	0	84

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	5
SIFE	14	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	32	6		6						32
Dual Language										0
ESL	52	8		7						59
Total	78	14	0	13	0	0	0	0	0	91
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
Spanish				12	9	11								32
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	12	9	11	0	0	0	0	0	0	0	32

\*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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	7	11	8	0	6	4								36
Chinese	0	0	1	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	1	3	1	0	2	1								8
Urdu	0	0	0	0	0	0								0
Arabic	0	1	1	0	1	1								4
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	2	0	0	0	1								3
<b>TOTAL</b>	8	17	11	0	9	7	0	0	0	0	0	0	0	52

## 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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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.  
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:
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](#))  
Paste response to question here:
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?  
Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here:
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At the time students are being registered the parents are initially screened by the school secretary, Mrs. Harris. If it is determined that they are second language learners then the ESL teacher Ms. Nelson is contacted. She conducts an informal interview, with the help of a translator if needed. The HILS form is filled out. It is then determined if the student qualifies for testing. The student is tested by the ESL teacher or the testing coordinator, and determination is made. The Spanish lab test is also administered by. Parents are notified by letter in their native language and in English, to attend a parent orientation to learn about the different programs offered at our school. If parents do not attend, then another letter is generated and sent to parent.

for them to choose a program. If they do not choose a program then one is selected on their behalf and they are informed of the choice. This entire process takes place within the first 10 days that a student is admitted to school.

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.  
Orientation is offered to parent by way of letters and phone calls. The ESL teacher conducts the orientation. The programs are explained in English and videos are shown in the parent native languages. This takes place within the first ten days that the child is registered in the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)  
The survey and entitlement Letters are first given to parents at orientations, if they do not attend then letters are mailed to their homes and also are given to students to take home and return the next day. One bee buck sis given to the child who remembers to take it home ad bring back. Forms are collected by ESL teacher and stored in the ESL room .
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.  
Parents are contacted by school. Communication is made in the prefeered language they specified on the Home Language survey form. The parent is then invited to a face to face conference to have choices explained to them in their preferred language. After this process a letter of selection choice is given to them . If Parents do not attend they are sent a letter via their child and also in the mail and are directed to make choice and return to schoool. The Parent choice is updated on the ELPC screen within 20 days of student registering.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is adminsterd as a standarzed test . Students are tested utilizing testing conditions by certified teachers in other subject areas.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The trend in parent choice has been free standing ESL program. The choices are aligned with parent request FREE standing ESL or Transitional Biliguanal

# 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])?

We utilize a push in , pull out model. Students are grouped together with mixed proficiency levels. During the push in teacher works with small group of students . The pull out model entail students being pulled out by profeciency level and are grouped in that way.

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)?

Insturction is delivered within the specified time .Students are being worked with in small groups in the push model and the times are calculated along with the pull out approach. To ensure students get the time

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.

Content Area instruction is delivered utilizing several strategies. the teachers employ "caretaker" speech. In addition they use realia and visuals, including technology .

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

Instructors utilized unit assessments and teacher made test to evaluate students.

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

Students are assessed utilizing teacher made test, formal and informal assessments .

6. How do you differentiate instruction for ELL subgroups?

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

A. SIFE students recieve intensive literacy/language instruction. They receive explicit instruction in an age-appropriate manner in the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension.

B. Students who are newcomers are provided with insruction with the goal of developing oral comprehension and a working basic vocabulary.

- c. Students will be instructed based on their language needs.
- d. N/A

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Paste response to question here:

**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
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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**

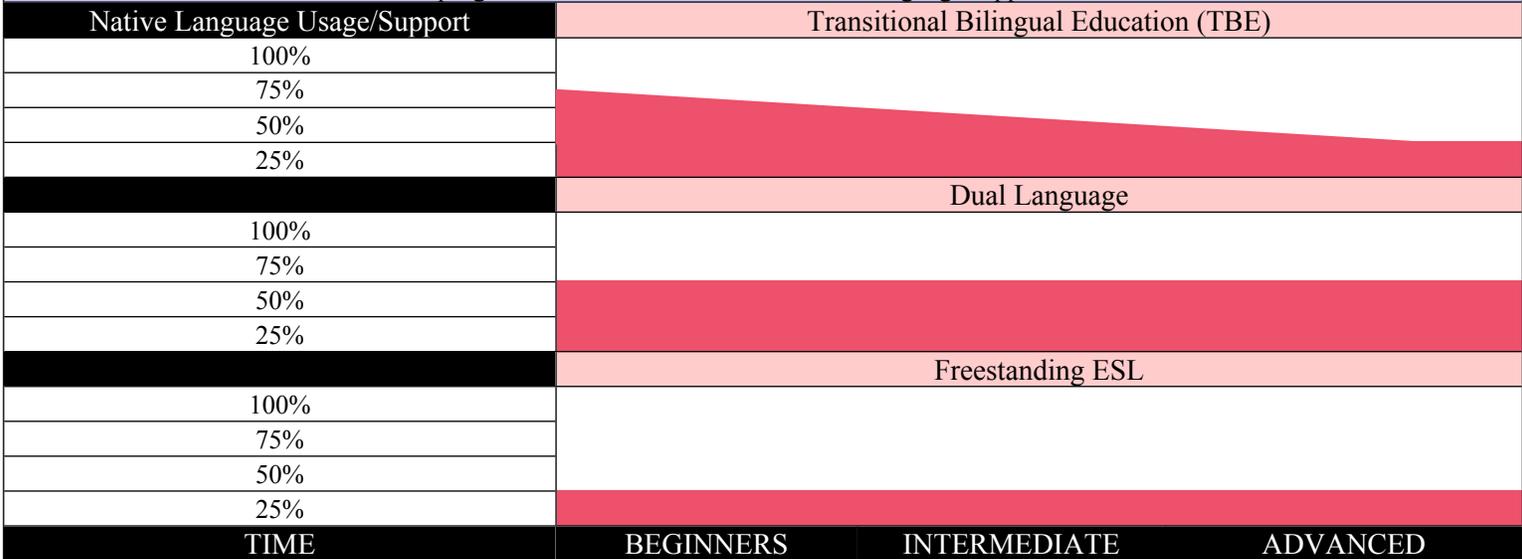
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.  
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?  
At this juncture no programs or services are slated to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Ells are given the oppprtunity to participate in all activities. During the course of the day we utilize Ready Gen and Envision Math We also utilixe several computer programs but the main one is imanage program . In afer school students are invitied to stay and participate in all programs like: Socccor , City Year , band ,and others.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered by the teacher the bilingual programs and by a computer program in ESL.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Paste response to question here:
18. What language electives are offered to ELLs?  
Paste response to question here:
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development will be provided to the staff on an on going basis. The topics include Language progression . language demands, language scffolds, and language supports. In addition Ell personell will be giving porfessional development to support them in their lesson planning with PD using the SIOP model. The following is a schedule of PD sessions PD Topics & Objectives□

#### Target Audience & Time

#### 2. Professional Development Day to support school-wide

Instructional Focus -

- Academic conversations
- Multiple Entry Points

MOSL - Overview

Danielson's Competency 1e- Designing Coherent Instruction

#### 3. Lunch & Learn Sessions – Goal Setting

Teachers will write professional goals based upon Danielson self -reflection piece on ARIS.

#### 4. October Ell Meetings –

Focus - Danielson Domain 3 – Higher Order Questioning & Discussion Techniques

Language Scaffolds

#### 5. Lunch & Learn Sessions

Teachers will explore the concept of Multiple Entry Points and examine practical applications through the multiple intelligences.

#### 6. November Grade Meetings – Focus –Multiple Entry Points/UDL

To ensure that content/learning is accessible to all students, teachers will define Multiple Entry Points and examine the three principles of Universal Design for Learning.

#### 7. Professional Development Day

- Authentic Student Discussion & Academic Conversations -  
Create Common Understanding of Authentic Student Discussion and the CCLS Anchor Standard1 – Speaking & Listening
- ADVANCE – Competency 3b
- ReadyGen Implementation – The logistics of the Literacy Block  
K-2/3-5

8. November Professional Development Session–  
Teachers will define & examine text dependent questions and explore the relationship of text dependent questions and close reading

9. November ELL teachers – Focus -  
Language Progression

10. December Professional Development Sessions – Enhancing Cognitive Rigor

11. December Professional Development Sessions – Universal Design for Learning & Multiple Entry Points – Practical Application in the classroom

August  
8/28 & 8/29 2013  
Two hour session  
PD session was open to all classroom teachers  
(Kindergarten – Five)

September 4th, 2013  
Entire Staff – All Teachers & Para-Professionals

September 2013  
Lunch & Learn  
Voluntary session opened to all staff members

October 2013  
ELL Teachers- Language demands

November 2013  
Lunch & Learn  
Voluntary session opened to all staff members  
Language Supports

November 2013  
ALL TEACHERS

November 5, 2013  
Professional Development Session  
8:00 a.m. – 3:10 p.m.  
ALL TEACHERS

November 2013

December 2013  
ELL Teachers - Alliging Lessons to common core

December 2013  
SIOP training

December 2013  
Voluntary session opened to all staff members

## 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?

A survey is sent out to the parents to assess their needs.

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

# Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **19K** School Name: **PS 345**

Cluster: **CEI PEA CFN 535** Network:

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

**Part A: Needs Assessment Findings**

---

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

From the information provided on the Home Language Survey ,we were able to identify the different home languages represented in our school. In addition, during meetings and events at school we poll parents to find out what is their need and desired language of communication.

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.

We found that there was a great need for Spanish and Bengali tranlation and oral interpretation services . There was less of a need for French, Fulani and Arabic services. The findings were sent home in a newsletter that was in the parents desired language. The information was also posted on our bullitin board for parents in the main lobby.

## 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.

The translation services that the school will be providing will be by staff members and parent volunteers. Outside vendors will provide services for languages that are outside the scope of our staff and parent volunteers.

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

Our first option will be to utilize our staff to serve in that capacity. We have both spanish and bengali staff members. In addition we will be using he the Transalation and interpretation unit.

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

To facilitate LEP parents/guardians taking an active role in their children's education, the school will proactively notify parents/guardians who may be identified as LEP of the interpretation and translation services available to them for school-related purposes. To that end, the following information is made available for parents/guardians:

The Language Interpretation plan, information on available interpretation and translation services, and contact information to request language assistance service.

In addition, the school will display a multi-lingual sign stating Interpreters Available Upon Request in a location visible to parents/guardians in the languages available.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

#### Part A: School Information

Name of School: Patrolman Robert Bolman

DBN: 19K345

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

# of certified ESL/Bilingual teachers: 4

# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III supplemental instructional services are aimed to support language development and high achievement in Math, Reading and Language Arts. English Language Learners ELLs in grades 1-5 participate in extended day program on Tuesdays and Wednesdays starting September and ending June. The 3 groups of 10 students each. Each session lasts 50 minutes. Two bilingual and two ESL teachers teach these groups. The After School program is staffed by two bilingual teachers, one ESL teacher, as well as a supervisor to ensure quality instruction and safety for grades 2-5. The program starts in November and ends in June with three sessions weekly, Monday from 3:00-5:00PM, Tuesday and Wednesday from 3:45-5:00PM. The following scientifically based research and Common Core Standards Aligned materials are utilized during the After school and extended day: NY Ready ELA and Math, Buckle Down and Passageways for ELA which provides our ELA students with additional Non-Fiction reading materials. The students are instructed both in ELA and Math. There will be 30 sessions with three groups of 10-15 students each in After School Program, staffed by two bilingual teachers and one ESL teacher. The Saturday Academy begins in December and ends in April with one group of 10-15 students and 13 sessions from 9:00am - 12:00pm. It is staffed by one bilingual teacher and a supervisor to ensure quality instruction and safety.

The register in each of After School and Saturday Academy groups is following: 13 students in After School, bridge grades 2-3; 10-15 students in bridge grades 2-3 Saturday Academy. 14 students in After School, bridge grades 4-5; 14 students After School, grade 2.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The rationale of professional development is to provide our staff responsible for delivery of instruction and services to our ELLs with access to support and the latest advancement in the field. The bilingual and ESL teachers receive training monthly from CNF Children Come First Network and the Assistant Principal. The sessions focus on the development of strategies in the areas of the second language acquisition to meet the needs of various learners, common core learning standards, scaffolding instruction and integrating content and language goals for ELLs. Professional development is provided in house. Our instructional team offers P.D. once a month on Thursdays after regular school hours from 3:45 until 5:00 PM on the last Thursday of the month.

We will have the following workshops during school year 2012-2013.

Month	Title
January	Scaffolding Instruction for ELLs with Graphic Organizers

**Part C: Professional Development**

February	Title III AMAO Estimator Tool
March	Using the Standards and the NYSESLAT to Understand What ELLs Know
April	Improving Outcomes for All English Language Learners
May	Creating Language-Rich Instruction for English Language Learners
June	ELL Identification Process

**Part D: Parental Engagement Activities**

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

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

Begin description here: We feel that parental engagement activities secure parental support and involvement in curriculum and instruction. Our Parent workshops alternate from the beginning, middle and end of the month to give parents the opportunity to participate. Parent workshops are given once a month at 9:00 am and information is distributed to the parents via our monthly calendar in English and Spanish that our students back pack home. These calendars are used to inform parents of upcoming workshops and events. Parents enjoy learning about the school community. Workshop topics include ARIS parent link, Common Core Learning Standards, homework help, domestic violence, access to services, as well as the educational focus of the school. The Parent Coordinator, Math Coach, Guidance Counselor, as well as outside consultants facilitate these one hour monthly workshops.

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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