



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: ALEJANDRINA B. DEGAUTIER SCHOOL**

**DBN (i.e. 01M001): 32K377**

**Principal: DOMINIC ZAGAMI**

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

**Superintendent: LILLIAN DRUCK**

**Network Leader: DAISY CONCEPCION**

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dominic Zagami	*Principal or Designee	
Todd Marks	*UFT Chapter Leader or Designee	
Melene Alvarez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Serge Salisbury	CBO Representative, if applicable	
Yazmin Perez	Member/ Staff	
Nadine Marshall	Member/ Staff	
Lizette Mayor	Member/ Staff	
Martin Murphy	Member/ Parent	
Betsy Mercado	Member/ Parent	
Lady O’Farril	Member/ Parent	
Christina Rojas	Member/ Parent	
	Member/	

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

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

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

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

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

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

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

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

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

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
<b>x</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>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 32K377**

School Configuration (2013-14)

<b>Grade Configuration</b>	PK,0K,01,02,03,04,05,06,07,08	<b>Total Enrollment</b>	531	<b>SIG Recipient</b>	N/A
<b>Types and Number of English Language Learner Classes (2013-14)</b>					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
<b>Types and Number of Special Education Classes (2013-14)</b>					
<b># Special Classes</b>	35	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	29
<b>Types and Number of Special Classes (2013-14)</b>					
<b># Visual Arts</b>	N/A	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	3	<b># Dance</b>	N/A	<b># CTE</b>	N/A
<b>School Composition (2012-13)</b>					
<b>% Title I Population</b>	79.5%	<b>% Attendance Rate</b>			91.3%
<b>% Free Lunch</b>	82.9%	<b>% Reduced Lunch</b>			4.7%
<b>% Limited English Proficient</b>	17.4%	<b>% Students with Disabilities</b>			20.3%
<b>Racial/Ethnic Origin (2012-13)</b>					
<b>% American Indian or Alaska Native</b>	1.0%	<b>% Black or African American</b>			16.0%
<b>% Hispanic or Latino</b>	81.1%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			0.3%
<b>% White</b>	1.5%	<b>% Multi-Racial</b>			N/A
<b>Personnel (2012-13)</b>					
<b>Years Principal Assigned to School</b>	7.25	<b># of Assistant Principals</b>			3
<b># of Deans</b>	1	<b># of Counselors/Social Workers</b>			2
<b>% of Teachers with No Valid Teaching Certificate</b>	1.9%	<b>% Teaching Out of Certification</b>			9.2%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	5.7%	<b>Average Teacher Absences</b>			9.7
<b>Student Performance for Elementary and Middle Schools (2012-13)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	6.3%	<b>Mathematics Performance at levels 3 &amp; 4</b>			7.3%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	68.7%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			29.0%
<b>Student Performance for High Schools (2011-12)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
<b>Credit Accumulation High Schools Only (2012-13)</b>					
<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				
<b>Overall NYSED Accountability Status (2012-13)</b>					
<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>	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>	Yes	<b>Limited English Proficient</b>	Yes
<b>Economically Disadvantaged</b>	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (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>	No	<b>Limited English Proficient</b>	Yes
<b>Economically Disadvantaged</b>	Yes		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<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>	Yes	<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>			
Our school's SCEP was developed with a focus on improving targeted areas as indicated in our school's Quality Review and Developmental Quality Review. We worked on developing goals derived from data sources such as the summative results, OORS data, Quality Review feedback and the progress reports from the past three years. As a result of this practice, we have ensured alignment by incorporating the recommended next steps and data analysis.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Reflecting on last year's plan we noticed that we needed a consistent action plan that included parental involvement and engagement.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Some challenges we faced while implementing the school's SCEP included low parent attendance at workshops and tracking the effectiveness of resources.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
For the most part it was successfully implemented, however we noticed that there wasn't a strong enough impact in regards to summative data.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	x	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>	<b>No</b>

### ***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>			
The biggest challenge that we foresee is ensuring the increase of parental involvement. We will focus on using strategies to target this goal but based on previous year's trends we know this will be challenging.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
The student academic achievement targets will focus on the bottom 1/3 of students in order to increase ELA and Math proficiency ratings as well as raising the level of student engagement.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
The administrative staff will communicate with the staff and community through individual and group meetings, our school website, school messenger, and letters backpacked home.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
The theory of action is that if we monitor teacher effectiveness through the lens of the Danielson component 3C(Engaging students in Learning), student achievement in ELA and Math will improve as well as their social and emotional growth.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
The strategy is to monitor each goal and to implement revisions as needed to ensure an increase in student academic achievement.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
Our plan was developed with a focus on all stake holders. We aim to increase student achievement and we have goals targeting students, staff and parents.			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
We have four administrators that will share this responsibility. We have actions plans in place to implement the goals and will use various tracking systems to ensure that we effectively oversee and manage this plan.			

## 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).

**Refine teacher practices so that purposeful lessons fully challenge all students and result in improved learning outcomes. (1.2) (D rating)**

<b>Review Type:</b>	QR	<b>Year:</b>	2013-2014	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

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

<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader's use of resources</b>	<b>X</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.

By June 2014, all teachers across grades K-8 will incorporate instructional practices and strategies into their daily lesson plans that promote rigorous lesson planning (1E) and increased student engagement (3C) as evidenced by 80% of teachers receiving an effective or highly effective rating on the 2013-2014 Danielson Framework for Teaching.

### **Instructional Strategies/Activities**

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

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

Strategy: School administration will ensure that teacher teams meet and receive support to embed student engagement techniques into their lesson plans.

- 1 Activity: School administration will collect data around component 3C to identify effective or highly effective teachers that can assist and support developing teachers.
- 2 Activity: Network Talent Coach will provide job-embedded professional development to administration on providing high leverage feedback to teachers on lesson planning (1E, 3C) to increase student engagement strategies utilized by classroom teachers.
- 3 Activity: Network Achievement Coach will provide professional development series on increasing academic rigor through the lens of DOK and to develop student engagement strategies.

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

1. School administration will gather data from informal and formal observations during each feedback cycle.
2. Teachers will participate in professional development (during and after-school) to address the Danielson components of 1E and 3C.
3. Network Achievement Coach will work with teacher teams to develop performance tasks that will increase the rigor through the lens of DOK and to develop student engagement strategies.

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

1. By June 2014, all teachers will receive a rating using the 2013-14 Danielson Framework for Teaching and subsequent quarterly data will be used to group teachers for professional development opportunities until the end of the school year.
2. By February 2014, all teachers will participate in workshops focused upon understanding ratings and traits within the Danielson rubric and in identifying next steps to ensure movement across the 2013 Danielson Framework for Teaching throughout the school year;
3. By May 2014, Network Achievement Coach and lead teachers will assist school administrators in creating a professional development calendar that will enable

teachers to have the opportunity to reflect and evaluate the quality of professional development provided.

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

1. Beginning in September 2013, school administration will gather data from informal and formal observations on a quarterly basis (September 2013 – November 2013, November 2013 – January 2014, February 2014 – April 2014, and from April 2014 – June 2014).
2. Beginning October 2013, all teachers will participate in monthly professional development sessions (during and after school) for approximately one hour each session.
3. Beginning February 2014 and March 2014, Network Achievement Coach and all teachers will attend professional development workshops and meet in teacher teams (during and after-school) to develop performance tasks that will increase rigor through the lens of DOK and develop student engagement strategies.

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

1. Beginning August 2013, administrators and selected lead teachers attended an NYCDOE Teacher Evaluation System (Advance) professional development session. Administrators provided a beginning of year professional development on the components of the 2013-2014 Danielson Framework for Teaching. Administrators conducted initial planning conferences which included sharing the school wide focus (Engaging Students in Learning), discussing measures of teacher practice, measures of student learning and setting individual teacher goals (there is no cost associated with this activity).
2. During the November 5<sup>th</sup> 2013 Chancellor’s professional development day, administrators provided in depth professional development in regards to component 3c. Engaging Students in Learning. Teachers participated in viewing a video which demonstrated effective and highly effective practices within component 3c. By December 2013, a second cycle of observations will be conducted with feedback provided to teachers. By February 2014 a third cycle of observations will be conducted with feedback provided to teachers. By April 2014 a fourth cycle of observations will be conducted with feedback provided to teachers. By May 2014 a fifth cycle of observations will be conducted with feedback provided to teachers. By June 2014 a sixth cycle of observations will be conducted with feedback provided to teachers (there is no cost was associated with this activity).
3. Beginning September 2013, ongoing professional development will be provided by the Network Talent Coach to all instructional staff to increase and develop components of Advance. Following each observation cycle, instructional cabinet meetings will take place to identify evidence aligned to the Danielson Framework for effective and highly effective teaching in Domain 3 c- student engagement. Professional Development will be tailored to gathered data on this component. Administrators will utilize templates and checklists that are aligned to Advance in order to identify and provide differentiated professional development support(s). Administrators will provide feedback (within one week) in writing to teachers. Written feedback to teachers will be accessible in NYCDOE Teacher Evaluation System (Advance). Low inference evidence collected from observations will be analyzed and rated in order to inform school wide professional development. Each feedback cycle will require 3 administrators x 2 hours of per session each month x 8 months (September 2013 – June 2014) = 48 hours of supervisory per session. Each month teachers will be required to attend these professional development workshops and working sessions equating to 39 Teachers x 2 hours per session each month x 6 months (January 2014 - June 2014) = 468 teacher per session hours .

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

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

	<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>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

**Strengthen assessment practices so that teachers make effective adjustments to instruction and provide clear next learning steps to students in order to accelerate their learning (2.2)**

<b>Review Type:</b>	QR	<b>Year:</b>	2013-2014	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

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

<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, there will be a 3% increase in the overall achievement average per class in each grade. The school will administer 4 performance tasks in each of the Common Core aligned curriculum (Ready Gen, Code X, Go Math, CMP 3).

**Instructional Strategies/Activities**

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

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

Strategy: By adopting a new CCLS aligned program that is rigorous and coherent for students. Teachers will participate in long-term ongoing professional development opportunities that will focus on facilitating a quality implementation and utilization of our new CCLS aligned programs.

1. Activity – Identify teachers who need additional support in each of newly implemented core curriculum programs (Ready Gen, Code X, Go Math, CMP 3) and to provide cohort of teachers with continual professional development to adapt the curriculum to the school-based needs. This includes both Citywide Professional development sessions as well as follow-up sessions conducted by the Network.
2. Activity – Teacher teams will collect student work to determine its rigor and adapt instruction to increase overall student achievement. Teacher teams will meet to evaluate and calibrate student work to determine a) adjustment needed to instruction; b) provide students with actionable feedback to increase overall student achievement.

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

1. Administrators will identify and send cohorts of teachers to targeted professional development sessions and debrief with these teachers to make grade level adjustments to the curriculum.
2. Administrators will participate in teacher team meetings regularly to ensure calibration of student work and the quality of feedback provided to students. Administrators should also collect and evaluate performance data on a quarterly basis.

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

1. By December 2014, cohorts of identified teachers will have attended four of six City-wide sessions on each of the Common Core aligned curriculum and at least two of four Network-based professional development workshops.
2. By December 2014, Administrators would have attended at least three meetings with teacher teams and collected a baseline task on each grade level for each one of the Common Core aligned curriculum.

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

1. Beginning August 2013 through May 2014, teachers would attend six City-wide sessions on each of the Common Core aligned curriculum and four Network-based professional development workshops.
2. Beginning July 2013 through May 2014, Administrators and teachers would meet monthly with teacher teams to collect and analyze student performance data

on grade level performance tasks to ensure that students are making gains towards their quarterly benchmarks in each of the Common Core aligned curriculum.

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

1. Teachers will attend professional development sessions provided by City-wide and Network staff (no cost associated with this activity).
2. Grade level meetings will take place on a monthly basis for 50 minutes per session (no cost associated with this activity).

**Budget and Resource Alignment**

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

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

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

	<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).

**Improve the use of student data to plan academic tasks so that lessons promote rigorous habits, high levels of thinking and cognitive engagement for all students (1.1)**

<b>Review Type:</b>	QR	<b>Year:</b>	2013-2014	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

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

<b>X</b>	<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>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.

By June 2014, 50% of the students identified among the lowest one-third (in Grades 3 – 8) will demonstrate an increase in their proficiency rating by moving across their scale score range when compared to their Spring 2013 ELA summative assessment (baseline).

**Instructional Strategies/Activities**

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

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

Strategy: By providing students in the lowest one-third additional support through expanded learning opportunities as well as by revising units of study throughout the curriculum to embed UDL and DOK strategies and rigorous tasks, students will receive ample opportunity to increase student proficiency on the 2014 State ELA Assessment.

1. Activity – Administrators and Lead teachers across grades 3 – 8 will analyze ELA summative data to identify ELA needs and targets across grades 3-8. Teacher teams will then meet to develop comprehensive AIS plans that target the appropriate students who need academic intervention services.
2. Activity – The school will then provide Winter and Spring Test Prep Academies for these targeted groups of students across grades 3-8 as teachers continue to

monitor student progress throughout the course of the school year amending components of units of study and appropriately align student tasks to adjust to the appropriate needs of each individual student.

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

1. Administrators, Lead Teachers and grade aligned Teacher Teams will analyze ELA performance data for lowest one-third population of students and will adjust performance tasks accordingly in order to provide students with ample exposure to rigorous performance tasks. Subsequently, Administrators and Teacher Teams will develop a targeted AIS plan for each student that requires academic intervention services.
2. Administrators and teachers will conduct Winter and Spring test prep academies for these targeted population of students and will continuously monitor the progress of student subgroups through Test Ready ELA benchmark assessments.

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

1. By March 2014, Administrators and teachers will administer and deconstruct the data collected from the Test Ready ELA benchmark assessments (baseline, midline, endline). Results will be analyzed using the item analysis matrix, and teachers will identify key standards to target during winter and spring test prep academies.
2. By March 2014, Administrators and teachers will continuously monitor and alter unit performance tasks in order to ensure that rigorous UDL and DOK aligned tasks are provided to targeted students during classroom lessons, academic interventions and during extended time programs.

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

1. Beginning September 2013 through May 2014, Administrators and Lead teachers will meet to analyze performance data and to pinpoint targeted cohort of students in lowest one-third. Appropriate AIS programs will then be aligned to student’s schedule. Finally, Title 1 after school program will take place on Thursdays’ from 2:30 to 5:30 p.m. from January 2014 through May 2013.
2. Beginning September 2013 through June 2013, Administrators and teachers will continuously monitor and alter unit performance tasks in order to ensure that rigorous UDL and DOK aligned tasks are provided to targeted students during classroom lessons, academic interventions and during extended time programs.

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

1. On September 4, 2013, all staff received professional development on the 2013-2014 Citywide Instructional Expectations. Throughout the months of September and October teachers participated in professional development around the following topics: Overview, implementation, program materials, lesson structure of the following curriculum programs: Ready Gen, Code X, Go Math, CMP3. Information sessions were conducted to address frequently asked questions and program modifications (small group instruction/strategy based lessons). Checkpoints for professional development will take place in November 2013, December 2013, January 2014 and March/April 2014. Assistance with navigating the technology components of Go Math and CMP3 was provided. Teachers received ARIS classroom data with ELA and Math proficiency ratings for all students and subgroups. Ongoing PD (which began in November 2013) will be provided throughout the year centered on the following topics: strategy lessons for differentiated instruction, types of formative assessment measures and tracking tools, Competency 3D, Using Assessment in Instruction from the Danielson Framework (no cost associated with this activity).
2. Periodic assessment data results were and will continue to be communicated to teachers across grades 3-8 to monitor student progress and inform instructional decisions that will impact student achievement. Bottom 1/3<sup>rd</sup> students will participate in a Title 1 after-school ELA and Math Enrichment Program which will utilize CCLS resources to help students improve their Proficiency in ELA. Activity will involve: 1 Supervisor x 4 Hours weekly x 18 weeks (January 2014 through May 2014) = 72 supervisory per session hours; 6 Teachers x 3 Hours weekly x 18 weeks (January 2014 through May 2014) = 324 teacher per session hours; CCLS resources (Common Core Clinics, Test Ready) will be ordered to support students during the Title 1 After school ELA and Math Enrichment program in Grades 3 - 8.

***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>X</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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

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

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

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

#### **Major Recommendation**

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

**Develop supports for staff to improve the school culture and enhance guidance opportunities for students so that they achieve success (4.4)**

<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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#### **Tenet 5: Student Social and Emotional Developmental Health**

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

	<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, 75% of students will show an improvement in academic and personal behaviors evidenced by a movement across the established PBIS matrix and Swiss data as well as among personal behavior grades over each subsequent semester.

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

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

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

Strategy: To continue to focus on the social and emotional development of all students by maintaining a culture of mutual trust and positive attitudes that supports the academic growth of students. However, a heavy focus and additional supports will be provided for all Middle School students (Grades 6-8) through the work of the conflict resolution teachers, PBIS and SWISS Program.

- Activity – Through the use and analysis of monthly OORS data, Administrators will implement a positive behavior intervention system to help students monitor their social and emotional growth. The two conflict resolution teachers on staff will provide, direct and develop teachers on each grade level through the use of anecdotal data in order to identify behavioral trends impacting this student population. Administrators will then monitor the data on a monthly basis and with the assistance of the Network OYD officer, will modify program expectations and target populations to ensure that there is a significant reduction in the overall number of OORs incidents as well established safety protocols that resonate through the entire school building.

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

- Administrators, Guidance Counselors, Conflict Resolution Teachers and all teachers attended PD that focused on completing anecdotal forms effectively, utilizing the PBIS and SWISS Program behavior glossary and issuing incentives. Although the program was used during the year prior, heavy focus will be placed upon key personnel to examine the data in conjunction with Network OYD officer to ensure that data is thoroughly examined and next steps are clear and focused upon a targeted population of students especially across the Middle School grades. The goal for this year will involve a culture and best practices that resonate throughout the school community and ensures a safe environment for all students.

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

- By October 2013, the school's BRT teams, Guidance Team, SWISS team and PBIS teams will meet to examine pertinent data regarding the safety and environment of the school. Specific targets will be set on a month by month basis so that the school community is made aware of the importance of the program and its impact upon the entire school community. Overall impact and effectiveness of programs will be measured by a decrease in infractions as measured against monthly OORS

data.

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

1. Beginning September 2013 through June 2014, Administrators will implement a positive behavior intervention system to help students monitor their social and emotional growth. The two conflict resolution teachers on staff will provide, direct and develop teachers on each grade level through the use of anecdotal data in order to identify behavioral trends impacting this student population. Administrators will then monitor the data on a monthly basis and with the assistance of the Network OYD officer, will modify program expectations and target populations to ensure that there is a significant reduction in the overall number of OORs incidents as well established safety protocols that resonate through the entire school building.

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

1. We will continue to use a school wide incentive system will be developed to encourage positive behavior focusing on enhancing personal behavior development. Monthly middle school assemblies will take place to support the social and emotional development. Assembly programs will be provided by 83rd precinct youth officers. A student council committee has been established to provide student voice for school level concerns. Student school council meets on a monthly basis. The school has established a basketball, soccer, and flag football teams to promote sportsmanship and a healthy life style. School has established school based in service activities to promote community and social awareness. Opportunities for school based community service are available across the school. We will continue our partnership with the New York Psychotherapy and Counseling Center. At risk services will be provided for students with persistent anecdotal and Swiss data. Character development classes have been established to support students across grades K-8. Workshops aligned to PBIS school goals will be provided throughout the school year. Progress reports will be provided to support families in understanding academic, social and behavior school wide expectations. Educational consultants from PBIS and SWISS Program (for approximately one workshop per month from January 2014 through May 2014) will be contracted in order to provide ongoing targeted support and professional development to ensure that the school moves across the continuum of academic behaviors and ensures that a safe environment is provided for 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 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 Parent Engagement</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>		<b>PF Parent Engagement</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>		<b>PF Supporting Great Teachers &amp; Leaders</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).

**Increase efforts around family involvement and promote communication so that knowledge of expectations leads to acceleration of student learning. (2.4)**

<b>Review Type:</b>	QR	<b>Year:</b>	2013-2014	<b>Page Number:</b>	1	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

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

	<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, to increase our parental engagement, Administrators, Parent Coordinator in collaboration with ELA and Math teachers from grades 3 – 8 will provide ongoing professional development for families on the new core curricula (Ready Gen, Go Math, Code X and CMP3) and new CCLS aligned exams during “Common Core Information Sessions”, as evidenced in, attendance sheets, parent surveys, and improvement on pertinent fields on the annual parent feedback sheets and parent survey.

***Strategies to Increase Parental Involvement and Engagement***

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

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

Strategy: To continue to support and increase family engagement in an effort to promote communication so that knowledge of expectations impact student learning.

1. Activity - Parent workshops will be conducted to educate parents on the CCLS and new curricula programs. Surveys will be conducted to create workshops based on parent interest.

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

1. In collaboration with the Parent Coordinator and PTA, Administrators and lead teachers will plan and conduct workshops to introduce and explain components of the Common Core Aligned curricula including specific goals and targets for students, ways in which parents may assist their children, and ways in which parents can monitor the success of their children. Administrators, Teachers and the Parent Coordinator will participate in extended parent conferences to explain their children’s academic progress and next steps.

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

1. By October 2013, an informal parent survey will be provided to parents which outlines the specific components pertinent to the Common Core Aligned Standards and explain the specific benchmarks for students throughout the course of the year. The data collected from these surveys will assist the school in the creation of targeted workshops open to all parents to learn about the components of the CCLS and how they can act as partners with the school to ensure their child’s success. After each workshop, evaluations will be provided which will outline next steps for the school’s Parent Coordinator and Administration for subsequent workshops. In addition, an increase in the attendance at workshops will be used to help the school gauge the quality and relevance of workshops and will help plan for future workshops. By June 2014, parent satisfaction survey will capture the overall effectiveness of the goal.

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

1. Beginning September 2013 - June 2014, parent meetings and workshops will be conducted on a variety of parent and school selected topics including: CCLS aligned curricula, home/ school supports, workshops on nutrition, fitness and Art. Workshops will be informed and modified according to subsequent evaluation data and attendance trends measured after each workshop.

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

1. School Administrators along with school staff will provide a series of workshops aligned to DOE Citywide Instructional Expectations (CCLS). School Administrators and staff will present a series of workshops that focus on and provide practical strategies and resources for supporting their children at home with the Math (Go Math& CMP 3) and Literacy (Ready Gen & Code X) Programs selected by our school. School Administrators along with school staff will provide a series of workshops to set clear expectations for school based goals aligned to data and NYS Summative Data. Progress reports distributed to parents will consistently include next steps for student improvement. Costs for this program will be aligned to the provision of refreshments and handouts for parents related to the CCLS.

***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>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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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>	Pull out program that serves 230 students	Small group tutoring	During the school day
<b>Mathematics</b>	Pull out program that serves 78 students	Small group tutoring	During the school day
<b>Science</b>	Repeated readings and close reading to strengthen content area reading	Small group tutoring	During the school day
<b>Social Studies</b>	Repeated readings and close reading to strengthen content area reading	Small group tutoring	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance intervention	One to one	During the school day

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

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

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<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.
We are conducting 50 minute professional development sessions on Wednesdays. We also provide professional development to teachers in grades K-8 in ELA and Math through Generation Ready consultants.

**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).
We are conducting 50 minute professional development sessions on Wednesdays. In addition, select lead teachers attend professional development sessions for the new CCLS aligned curricula (Ready Gen, Go Math, CMP3, and Code X). Teachers also attend select network professional development sessions for Math and ELA. Lead teachers also attended network led professional development sessions on citywide instructional expectations, early childhood, SWD and ELL subgroups as well as content area topics. Teachers across all grades are supported by Generation Ready consultants in ELA and Math.

**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.).
The funds are used to purchase basic school supplies and backpacks for students in Temporary Housing and other students in need.

**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 students and day care providers are invited to spend the morning with the pre-kindergarten and/or kindergarten classes to meet the teachers, get a tour of the school and engage in activities with our students to support the transition.

**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.
We are conducting 50 minute professional development sessions on Wednesdays that address the topics of data analysis and targeted instruction reflective of data. The data sources include: end of unit assessments, performance tasks, and student work samples.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**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;

**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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>377</b>
School Name <b>Alejandrina Benitez de Gautier</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>Dominic Zagami</b>	Assistant Principal <b>Yazmin Perez</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Sharron Shirley</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Deborah Villanueva</b>
Related Service Provider <b>N/A</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	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	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>501</b>	Total number of ELLs	<b>90</b>	ELLs as share of total student population (%)	<b>17.96%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)						3	3	3	1					10
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In														0
Pull-out	4	6	9	13	6	9	9	10	14					80
<b>Total</b>	4	6	9	13	6	12	12	13	15	0	0	0	0	90

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	17
SIFE	0	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	11

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	4	0	4	5	0	5	1	0	1	10
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	34	0	10	21	0	4	10	0	1	65
Total	38	0	14	26	0	9	11	0	2	75

Number of ELLs who have an alternate placement paraprofessional: 2

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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	4	6	8	13	5	12	10	13	14					85
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1		2		1					5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	6	9	13	6	12	12	13	15	0	0	0	0	90

## 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)	4	0	5	2	1	4	1	4	2					23

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	2	4	5	4	2	5	1	5					28
Advanced (A)	0	4	0	6	1	6	6	8	8					39
Total	4	6	9	13	6	12	12	13	15	0	0	0	0	90

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	0	0	7
4	7	2	0	0	9
5	8	1	0	0	9
6	9	2	0	0	11
7	7	1	0	0	8
8	10	4	0	0	14
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	5		2		0		0		7
4	6		2		1		0		9
5	7		2		0		0		9
6	9		2		0		0		11
7	16		2		0		0		18
8	11		3		0		0		14
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		3		2		10
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.

Our School currently is using the TCRWP running record as a baseline tool for all students across grades K-8. The running record is used to determine how many ELL students are currently above grade level, on grade level or below grade level. The individual running record level is being analyzed and matched to a lexile level. The lexile reading level analysis will help group students in lexile level bands that can further inform our instructional goals. In addition, we continue to conduct observations on reading behaviors, and an analysis on the miscues. All of the gathered information is used to group students and to differentiate instruction based on their individual needs. Our TCRWP running record data shows that ELLs across grades 1-8 are below the grade level benchmark. This data is being used to support classroom instruction and teachers are differentiating data. The differentiation is based on needs and can include comprehension small group lessons, Foundations, strategy lessons, Great Leaps, etc.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The scores of the most recent LAB-R and NYSESLAT tests indicate that the majority of our ELL students have increased their English Language Proficiency since their initial taking of the LAB-R. In 2013 we tested 103 ELLs, 8 were proficient, 18 moved from Intermediate to Advanced, 19 moved from Beginners to Intermediate. We had 29 stay at the advanced level, 10 at the Intermediate level and 3 at the Beginners level. The data patterns for the NYSESLAT suggest that the majority of our students are moving from one level to another, however we still have a large number of students that make it to the Advanced level but do not move on to proficiency. It is evident that the Beginner and intermediate ELLs readily move on to the Intermediate and advanced levels at a faster pace. Overall, the major struggle for ELLs is the writing. We noticed that our ELL population perform better in the Listening and Speaking portion of the exam. The ELLs struggle with the Reading and Writing portion and it is reflective across classroom performance.
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](#))

This information could not be provided because the NYSED did not make it available:

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?

We are currently not using ELL Periodic Assessments. We used all other available Periodic Assessments through SchoolNet. We do not have ELLs who receive native language instruction. Our ELLs are part of the ESL pull/push in program. We have one Bilingual Sped class and the majority of students in that class take the NYSAA. The four students who are not NYSAA, are mainstream for ELA and engage in English instruction.

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](#).)

Our school uses the TC Running record as baseline data to identify students into Tier groups. ELL students who are below grade level (at risk) are serviced by their classroom teacher with Core Instruction and they are also serviced in small groups. We track their progress through informative classroom observations, and by using Periodic Assessments and the TC running record as a midline and endline. The data results are compared and an analysis is conducted. Based on the results, we determine if the Pupil Personnel Team should study a particular case. If a teacher feels that a student needs Tier 3 intervention, the teacher must demonstrate that the appropriate plan for small group instruction (Tier 2) was in place and properly implemented.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers must utilize UDL strategies to provide specific scaffolds for ELLs. Teachers also use differentiated instruction to meet the needs of individual students. As stated earlier, we only have 1 transitional bilingual special education class. This is a unique class and 6 out of the 10 kids take the NYSAA. One student (from the 4) is new to this program. In addition (1 out of the 3) is a potential NYSAA student. The instructional decisions are made based on the individual needs indicated in their IEP plans.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs based on the level of improvement our students make at the end of the year on all state assessments (NYSESLAT, ELA, MATH and SCIENCE). We also use formative assessments such as running records which show reading progress, interim assessments in reading and math. Through careful observation of student assessments, classroom performance and class participation; the information we gather provide us with information on the areas that show strong performance and then adjustments are made to improve the weak areas. As a school community we are able to determine and measure success based on the AYP for the subgroup. If we meet the yearly AYP, we are able to evaluate what worked well and what can improve. If we don't meet the AYP, we work to evaluate systems and structures that can improve achievement for ELLs.

## 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](#).)

The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English.

Parents of potential ELLs receive a registration packet, all forms are available to parents in translated versions

- \* A Home Language Survey is included in the packet
- \* HLIS is given to parents in language that they speak
- \* Parent completes survey with assistance if needed from the Parent Coordinator (D. Villanueva) or ESL Coordinator (S. Shirley).

- \* A licensed pedagogue evaluates survey & completes interview w/parent & child (ESL Coordinator)

- \* Pedagogue determines language of the child and a decision is made on placement

- \* Based on that/child is administered the LAB-R within the first 10 days of school by Ms. C. Shirley or Ms. S. Shirley.

- \* The parent is informed of the LAB-R results and an initial placement letter is sent to the parent, copies are kept on file by the ESL Coordinator.

If the student scores at the Beginning, Intermediate or Advanced level on the LAB-R, they are identified as LEP and as an English Language Learner, the Spanish LAB is then administered, if the language is SP. The child is then placed in our Free Standing English as a Second Language program. If the student score at the beginner/intermediate level of the LAB- R, they receive 360 minutes of ELL instruction weekly. The student will remain until they receive a P (Proficient) on the NYSESLAT. The annual assessment of the NYSESLAT is given every spring, students remain identified as an ELL through running the RLER reports in ATS.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The outreach to our parents continue throughout the school year and are on going as we receive new admits, parents are invited to workshops and orientations, they are provided with an orientation at the beginning of the school year. Parents are shown the NYC Department of Education's Orientation Video for parents of Newly enrolled English Language Learners; parents are provided with handouts describing programs in their Native Language. In addition; the procedure of choice is explained to each parent as part of their rights to choose a program; a question and answer period is provided. Individual assistance is given to parents that need more

information and further clarification. Ms. S. Shirley (ESL Coordinator) and Ms. D. Villanueva (Parent Coordinator) will work closely with all parents of our school community to ensure that all involved understand their rights and options available to them. This year's time line is from September 2013-June 2015.

Once parents are informed of all three program options at the parent orientation, our school provides parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice. We then enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. We retained the survey in the student's permanent record and accessible for State or City audits and reviews. ELLs are placed in the parents' program of choice within ten days of enrollment. If a parent chooses an option that is currently available in the school, the school should place the student in that program immediately and provide the student with a full schedule. If we don't have the choice available we inform the parent and provide them with the following options:

Keep their child enrolled at the current school in an available program (ESL or bilingual if available)—if the parent chooses this option, the school should immediately place the child in that program and begin serving him/her; OR  
o Transfer their child to a different school where the parent's choice is currently available. To do so, schools should contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment.

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](#)].)

Upon completion of administering the LAB-R to Newly arrived ELLs, the ESL Coordinator (Ms. S. Shirley) communicates with parents using the parent notification letters in the translated versions; Entitlement letters, Parent Survey, Program Selection, Non-Entitlement Letter after receiving a (P) on the LAB-R, Placement Letter, Continued Entitlement/Transition letter after they receive a proficient (P) on the NYSESLAT. Parent Survey and Program selection forms are sent home along with a letter advising parents to attend our parent orientations where they will be further informed and advised on making a decision on their child's placement. Names of parents who have not returned the forms are then turned over to the parent coordinator (D. Villanueva). The parent Coordinator then reaches out by phone to these parents of the importance of making a selection. In addition to phone contacts during various school activities we make it a point to reach out to the parents. The returned documents as well as the forms we received during orientations are stored in the ESL Coordinator's office. Copies of each document is made and the originals are placed in the students records.

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.

After reviewing the Parent selection forms/surveys; which for the past several years the trend has consistently been for Free Standing ESL. The child receives ESL services through ESL Push In/Pull Out Model by a certified ESL teacher (Ms. S. Shirley and Ms. C. Shirley). This school year we have 4 new students in K, 1 student each in 3<sup>rd</sup>, 4<sup>th</sup> and 7<sup>th</sup>. We reached out to those parents to ensure them of their rights and they continued with the Free Standing ESL program. If a choice is made that we don't offer at our school; the Parent Coordinator works closely with neighboring schools to see if they can accommodate the Parents. We also refer them to the ELL department.

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.

At P.S./I.S 377 we have specific structures to ensure that the four components of the Nyselat are administered.

\*Staff members are informed in September of the tentative testing dates so no out of school activities are planned during testing.

\*Parents are notified in writing of the test dates so they can try to ensure that their child will be in school during the testing days.

\*The RLER report is generated in ATS by the ESL Coordinator to ensure all students that are entitled are tested.

\*The list of students is then broken up by grades to administer the speaking component, Ms. S. Shirley having grades K-4 and Ms. C. Shirley grades 5-8. Students will be tested individually throughout the administration periods of the speaking section.

\*The Listening, Reading and Writing sections will be administered 3 consecutive days. Students will be grouped according to the testing strands; K-1, 2-4, 5-6, 7-8. Students will be pulled from their classroom and the test will be administered by Ms. S. Shirley K-1, Ms. Rosado 2-4, Mrs. Negron 5-6, and Ms. C. Shirley 7-8. Ms. Rosado and Mrs. Negron are teachers that have experience working with the ELLs and have administered the NYSESLAT exam in the past, both teachers participate in the Title III afterschool. The students in the TBE SWD class will take the test with their classroom teacher (Ms. I. Pagn). All testing modifications will be followed. As you can see all four portions of the NYSESLAT are administered based on our plan.

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. [i](#)

At P.S./I.S 377 we respect and value the involvement of our ELL parents. The program model offered at our school is aligned to Parents choice. Based on the parent selection surveys for the past 5 yrs our incoming parents continue to pick Free Standing ESL program. Parents are informed of their rights and are provided with ongoing orientations, they are informed of the variuos programs available to them, whether at 377 or another school. We commit to honoring their program choices and we will continue to align our programs to the parents request and the needs of our students. Our ELLs will continue to receive rigorous academic instruction and support. Last year a total of 12 newcomers chose the ESL freestanding program. This year a total of 7 new comers chose the ESL freestanding program.

## 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])?
 

P.S./I.S 377 students receive the required number of minutes as required by the CR-Part 154 regulations. All ELL instruction is conducted in English through both the push-in and pull-out models. Our teachers are both ESL certified. If they are at the advanced level they receive 180 minutes weekly (four 45-minute periods) and the beginners/intermediate levels receive 360 minutes of ESL instruction weekly (eight 45-minute periods). All students receive content area instruction using ESL Methodologies and strategies.

In the pull out model students are grouped based on their levels on the LAB-R/NYSESLAT. There are 13, Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> beginners/intermediate ELLs that are grouped together. There are 5, 1<sup>st</sup> and 2<sup>nd</sup> second grade Advanced ELLs that are grouped together. There are 11 beginners and intermediate 3<sup>rd</sup> and 4<sup>th</sup> grade ELLs. There are 7, advanced 3<sup>rd</sup> and 4<sup>th</sup> grade ELLs. There are 6, beginners /Intermediate 5<sup>th</sup> and 6<sup>th</sup> grade ELLs. There are 12, advanced ELLs.

In the Push in model in 7<sup>th</sup> and 8<sup>th</sup> grade each class contains mixed levels of proficiencies. In 7<sup>th</sup> grade we have, 1 beginner, 1 intermediate and 7 advanced. In 8<sup>th</sup> grade we have 1 beginner, 5 intermediates and 8 advanced ELLs.
  
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)?
 

ESL is delivered to ELL students through teacher modeling and various activities designed to increase competencies. In students practice the teacher guides the students through a lesson and allows for feedback and student application. Teachers also implement the workshop model for ESL instruction. (shared reading, guided reading, read alouds. etc). The instructional minutes are delivered based on the CR-Part 154 mandates: Students who receive push-in/pull-out services that are Beginner and Intermediate students receive 360 minutes of ESL instruction (8pds weekly), advanced students receive 180 minutes of ESL instruction (4pds weekly) and (4pds of ELA). In our TBE program instruction is provided 75% in their native language and 25% in English: Beg=90 min per day, Inter=45 min per day, adv=45 min per day. As the students develop fluency in English, the instructional time will increase as outlined by the CR-Part 154. We have two full time ESL teachers and the program based on grouping of students allows for the services to take place.
  
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.
 

At our school teachers provide instruction in English utilizing ESL strategies. Our TBE classes use native language instruction for ELA and Math, and use English instruction in Social Studies and Science. Technology is intergrated throughout all curriculum areas, especially programs designed to meet the needs of the second language learner. The ESL pull- out progarm services ELLs in grades K-8 and as a way to support our ELLs in the classroom, the ESL teachers work closely with classroom teachers to follow themes and lessons being taught. Students are exposed to authentic grade level texts, and materials as well as the explicit teaching and reading and writing strategies that will aid them in meeting state and local assessments. Our goal is to provide all ELLs with a high quality education and language rich instruction that will allow our students to meet the content and performance standards while acquiring English proficiency. In an effort to increase the teaching quality of reading and writing we have included in our instructional plan:

  - \* ESL programs that reflect visuals, appropriate teaching charts with graphic organizers
  - \* Scaffolding instruction for all learners
  - \* Differentiated instruction during reading and writing
  - \* Additional/supplemental academic intervention for ELL learners in AIS using Common Core Clinics

The Common Core learning standards combined with the New York State ESL standards play a significant role in the implementation of then ESL curriculum. Both standards are used in conjunction to assure that our ELL students are receiving high quality instruction in both English and then content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
At 377 our ELLs are appropriately evaluated during the initial identification process with the Spanish LAB, as well with the yearly ELE exam in the TBE class. Instruction for ELLs is differentiated by the classroom and ESL teacher, with the use of multilingual books, classroom libraries as well as glossaries/dictionaries. Our instructions are Data Driven, with the results from the NYSESLAT and Interim assessments. Once again we have one Transitional Bilingual Sped class and their needs are evaluated and based on their IEP goals.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELL students are administered an ESL baseline, midline and endline. This assessment consist of all four modalities. A progress monitoring tool will be in place to show if students are making progress throughout the year. The periodic assessments are administered in the fall, winter, and spring. Our TCRWP running records are administered four times throughout the school year.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards:

- a. Students who come from another country with little or no formal education will be identified through the HLIS and Parent/Child Interview. Once identified as a SIFE student, the child will be appropriately placed. Students will be provided with AIS and participate in our Afterschool program.
- b. ELLs in school for less than three years will be tested annually to determine English Language acquisition and level.

Students

will receive the appropriate ESL instruction following the levels of English according to the NYSESLAT and LAB, which

will

include , reading, writing, speaking , and listening. In addition these students will be mandated to attend all additional instructional activities provided: ie, afterschool program.

- c. ELLs who have completed 4-6 six years will receive mandated services for ELLs, but will also receive AIS service and participate in all programs available to monolingual students. The instructional program focuses on reading, writing, and listening. The ESL teacher and classroom teacher collaborate on best practices and share ideas that will keep the students on track and is aligned to the curriculum. Ongoing assessments will be provided in order to track their literacy skills.
- d. Long term ELLs that are not given an extension of services from the state will be provided with intensive test practice

classes.

They will participate in after school, small group instruction, and individualized instruction. Support services are provided

by

the ESL teachers , AIS providers and classroom teacher. The ESL instruction for each child is dependent on their English

level

on the NYSESLAT.

e. Former ELL students are invited to attend the Title III after school program. They are also afforded all test accommodations that apply to current ELL students.

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?

ELLs identified as SWDs are programmed according to their individualized Educational Plan (IEP), provided with all mandated support services in addition to ESL. They are given the opportunity to participate in all afterschool activities when available. Teachers and staff follow the IEP for each child. The instruction is data driven, according to their English level on the NYSESLAT, LAB-R and other standardized tests. We are also using UDL strategies along with ReadyGen and Go Math Scaffolded Strategy Handbooks to support our ELLs.

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?

When applicable students in this category are afforded the opportunity to mainstream into general education or ICT settings in specific subject areas of strength.

**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
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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

We currently have identified ELL students who will receive intervention through after school program opportunities and during extended day. ELL students will use the Common Core Clinics ELA and Math, Test Ready ELA and Math, and Great Leaps (if applicable) during specific blocks of the day. Intervention services include a range of strategies (comprehension lessons, strategy lesson, guided reading, guided math, Great Leaps/Decoding, Foundations, etc.).

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

ELL students are currently receiving all mandated services that focus on all four modalities. We will also be providing AIS during a Title III after school program. Classroom teachers provide ELL students with individualized or small group differentiated instruction based on their needs. All teachers are aware because they are provided with detailed reports regarding their ELLs. In addition, there are students who are not identified as ELLs that fit the learning criteria. Teachers and ESL providers discuss progress and best practices in alignment to specific individual ELL needs.

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

We are currently using new curriculums in ELA and Math. ReadyGen and Go Math are being utilized along with scaffolded strategies for ELLs.

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

This school year we have discontinued the use of the Teachers College Reading and Writing workshop and Everyday Math. This was discontinued because it had little alignment to the CCLS. We are currently using programs aligned to the CCLS.

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

All students across all subgroups who need assistance and support will have AIS as well as the Title III program (afterschool). These ELLs will be targeted through small group instruction in both math and ELA within the classroom and afterschool. ELL students who need additional assistance are invited to attend the Title I After school program. Some ELLs attend both the Title III program and the Title I program.

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

Our school also utilizes smart boards, computers, internet, audio materials, as well as word walls, graphic organizers, pocket charts, and dictionaries and glossaries.

The following materials are used to support learning of ELLs:

- \* ReadyGen
- \* GoMath
- \* Code X
- \* CMP3
- \* Common Core Clinics in ELA and Math
- \* Test Ready in ELA and Math
- \* Getting Ready for the NYSESLAT
- \* Content area Libraries (English/Spanish)
- \* Non-Fiction Libraries (English/Spanish)

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

Our TBE class receive 60% of instruction in the student's native language (Spanish), Multiple assessments, both formal and informal will be conducted throughout the year. As the students develop fluency in English, the instructional time will continually increase as outlined by the CR-Part 154 guidelines. We utilize a number of UDL strategies that include pictures, visuals, technology support, etc. The UDL strategies support ELLs with their learning needs.

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

We provide ESL mandated services by ensuring that students who are grouped together are grouped based on age, grade level and NYSESLAT level. We don't group a beginning 8<sup>th</sup> grade ELL with a 1<sup>st</sup> grade level. We review the data and group students accordingly. Activities such as SETTS, Speech, and AIS are age and grade appropriate, the curriculum is grade specific and is

supported with curriculum maps, teacher made materials/resources and texts.

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.

Pre-Registered students will be administered the LAB-R and Spanish Lab if necessary, however we found that the majority of our Newcomers enroll at the start of the school year. An orientation will be provided for the parents; during which in time a video will be shown in their native language informing them about the different program models available to eligible students and all rules and regulations concerning the ELLS. At the start of the school year, additional parent orientations will be held . New ELLs will receive one on one attention/support to help them get adjusted to the school.

18. What language electives are offered to ELLs?

At this time, no language electives are offered at P.S/I.S 377

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: N/A

## 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.
  1. ESL teachers will attend professional development sessions offered by OEL, and our network (401) specifically geared for ESL teachers. Professional development will be presented through workshops, demonstration lessons, and study groups. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. Ongoing support is provided by the ESL teachers to the classroom teachers. The ESL teachers will participate in weekly grade level meetings as well as collaborative inquiry to provide insight and instructional practices for the classroom teachers. Administration will provide teachers with in house professional development that will help them improve on their instructional plans.

The following teachers and administrators will participate:

    - \* Ms. S. Shirley (ESL Coordinator/Provider)
    - \* Ms. C. Shirley (ESL Teacher)
    - \* Ms. I. Pagan (TBE)
    - \* Ms. E. Fonfrias (ICT Teacher)
    - \* Ms. Radish (Reading Technology)
    - \* Mr. Palomino (Math Technology)
    - \* Ms. Y. Perez (Assistant Principal)
    - \* Ms. N. Marhsall (Assistant Principal)
  2. Both ESL teachers attend all PD offered by the school in regards to new programs. ReadyGen, Go Math, CMP3 and Code X are aligned to the CCLS. Both ESL teachers are included in the school PD plan.
  3. Our teachers attend staff development where they are introduced to research based instructional strategies that will help ELL students in English as a Second Language make the necessary transitions. Our teachers are provided with in house professional development that will focus on enhancing instructional planning for ELLs. The ongoing professional development helps to support accelerated academic growth and language development for our ELLs. The guidance counselor works closely with students to help them choose the best options for high school. The high school application process is explained to families at a meeting that is held by the guidance counselor and parent coordinator. Additional support is provided on an ongoing basis. In addition, our Inquiry Teams are not vertical so that we can be able to prepare and transition students accordingly from elementary to middle, from middle to high school.
  4. As per Jose P. all classroom personnel will be trained to understand and use developed standards, criteria and procedures for nondiscriminatory referrals with an awareness of cultural and linguistic backgrounds. Our staff will attend training for teachers on non-discriminatory referral practices. Personnel will be trained in the technical aspects of administration and interpretation of assessment of data for linguistically different children.

PD opportunities are provided ongoing throughout the school year.

## 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?

At our school we are eager to raise the level of parental involvement in our school community. We will offer the parents an opportunity to participate in various trainings and language development. Parents will be given the choice to participate in various workshops. Parent workshops will be facilitated by the ESL Coordinator, Parent Coordinator, Guidance Counselor, and administrators. The workshops will take place afterschool for a period of one hour and they will be conducted in Spanish and English. We will utilize the services of the translation unit when needed. At 377 there is also the CBO (Arts and Literacy) that provide additional support to our ELL parents, such as workshops and multicultural activities.

The topics for our parent workshops will include:

- \* Promotional policies for ELLs
- \* Ready Gen for ELA
- \* Go Math
- \* Preparing your child for Middle School/High School
- \* Preparing your child for City and State Assessments
- \* How to Interpret City and Statewide results
- \* ESL strategies to use at home
- \* Structure of the NYSESLAT
- \* Using Technology to increase English Language skills (ie, Rosetta Stone)

Parent workshops will be facilitated by the Assistant Principals, parent coordinator, ESL coordinator and Technology teacher. Workshops dates are to be announced. All workshop materials will be translated into the language needed. Translation during all workshops is available.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** 377

**School DBN:** 32K377

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominc Zagami	Principal		10/22/13
Yazmin Perez	Assistant Principal		10/22/13
	Parent Coordinator		
Ms. S. Shirley	ESL Teacher		10/22/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

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

DBN: 32K377 School Name: P.S./I.S.377

Cluster: 4 Network: 412

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

### **Part A: Needs Assessment Findings**

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

Our written translations assessments needs were found by a careful review of the Student blue emergency cards, home language surveys, UPPG screen, as well as information gathered during registration. During parent meetings and orientations we will continue to provide information through a range of channels and formats. The Parent Coordinator, ESL Coordinator, Guidance, as well as other members of the school community will ensure that parents understand their rights.

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.

After a review of the home language surveys we found that all parent notifications must be translated into Spanish, with a small number needing Arabic, Chinese and French. We will make use of the translation unit provided by the Department of Education. We have posted the language translation policy informing parents of their rights to receive free translations. We also have a Parent Coordinator and ESL Coordinantor who are Bilingual (Spanish), along with a number of staff members that provide translations during Open School Night and Parent/Teacher meetings. The DOE also provides phone-in translations that we can utilize as well.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our plan is to continue the translation of the current Parent Hand Book into Spanish, and Chinese. Written translations will also be used to disseminate vital information and parent letters to non-English speaking parents to encourage participation in their children's education. Our goal is to enhance parents understanding of academic standards, assessments and exams. Our school will provide all notices in English, Spanish. For our small population of Arabic, Chinese and Haitian families, we will:

- \* Provide interpretation services (either on site or over the phone)
- \* Contact the DOE translation and Interpretation Unit
- \* Utilize the Translation/Interpretation school funding allocation
- \* Utilize teachers and school staff within the building

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.

We plan to meet the needs by providing interpreters in Spanish during all Parent teacher conferences, teacher/parent meetings, workshops suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation. Oral Interpretations will be provided by school staff, our school has a large number of Spanish speaking staff, including the Assistant Principal, Parent Coordinator, ESL Coordinator, attendance personnel, Guidance, and Bilingual teachers. We will utilize the interpretation services for our Arabic, Chinese and Haitian Parents.

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>.

P.S./I.S 377 fulfills Section VII of Chancellors Regulations A-663 by providing the parent with a school handbook at the beginning of the school year that covers all notification requirements. They are also provided with a monthly calendar that notifies them of all monthly events at our school. We provide parents notifications in their primary language and during meetings or conferences; translators are available to parents. All letters and documents are provided to parents in both English and their Native language. As a school community we want to better engage and communicate with Limited English proficient parents because we want them to feel that they are involved from the start and ensure that the information we provide meets their needs.



## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 377[?][?][?][?]	DBN: 32k377
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

## 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: The title III funds will be used to implement an after school program for English Language Learners development, ELA strategies and Math to help students achieve higher on the NYSESLAT, and city and state assessments. The afterschool program will service approximately 60 students with a certified ESL/Common Branch teacher. The instructional program will service ELLs in grades 2-7, (due to the low numbers of ELLs in 3rd and 4th grade; the 2nd & 3rd class will be bridged together and the 4th and 5th grade class will be bridged together. The program will take place from November 19-May 14. It will meet for 41 sessions, 2 days a week (Mon & Tue) from 3:25-4:25. Certified ESL and Common Branch teachers will provide supplemental instruction in alignment with the NYC and NYS content and performance standards; instruction will focus on intensified second language development. Our ESL certified teacher (Ms. S. Shirley) will work in conjunction with our Common Branch teachers (Ms. Rosado & Ms. Negrón). The hour instructional block will be divided into two thirty minute periods. The ESL certified teacher will provide instructional services to a class for 30 minutes, this way each class will receive instruction from a qualified provider. Our additional ESL certified teachers (Ms. Mora & Ms. C. Shirley) will work with our students in 6th & 7th grade, they will deliver the complete 1 hour of instruction to those students.

Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading comprehension, Writing, and Math. The students are mixed levels of Beginners, Intermediates and advanced. The beginners will have support of the native language, Spanish, with an emphasis of language acquisition. The language of instruction for the intermediate and advanced students will be in English. Our students were identified by the NYSESLAT and New York State exam (ELA & Math). The first half of the program will focus on ELA and Math, and the second half of the program will target specific strategies for ESL and NYSESLAT preparation. The students will be provided with a pre-test, mid-year assessment and a post-test.

The materials we will use include: Journey into Reading: New York, Vocabulary Links, Empire State NYSESLAT, Finish Line for ELLs, The Pearson-Longman Picture Dictionary and Workbook, New York Content Reading CCSS, and Finish Line Mathematics for the Common Core State Standards. General instructional supplies such as chart paper, markers, pencils, pens, highlighters, construction paper, post-it, portfolio folders, teacher binders, composition books and any other materials necessary will be purchased to support the Afterschool program. It will be at a cost of approximately \$2,665.00

The activities below are divided into the total amount of sessions that they will be teaching.

### Part B: Direct Instruction Supplemental Program Information

ELA for ELLs (grades 2-7: 15-20 Students) Nov-Feb @1 hour 1x a week for 11 sessions

NYSESLAT (grades 2-7: 15 -20 students) March-May @ 1 hour 1x a week for 8 sessions

Math (grades 2-7: 15-20 students) Nov-May @ 1 hour 1x a week for 22 sessions

5TRS x 1 hr x 40 sessions x \$50.19 (Per Session w/ fringe)= \$10,038.00

### 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: P.S./I.S 377 Title III professional development will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language Learners. The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. The professional development sessions will be facilitated by school administrators, ESL Coordinator and Teachers. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. The workshop topics will include:

- \* Analyzing Data/Using Data to Drive Instruction for ELLs
- \*Scaffolding Instruction for ELLs
- \* Teaching ELA strategies to ELL students
- \*Differentiated instruction for ELLs in Math/ELA
- \* Best Practices and Strategies in ESL
- \* Understanding the NYSESLAT

Teachers working in the Title III program will receive 6hrs of professional development after school from 2:35-3:35 pm(1 per month for 7 mths @ 1hr each) Teachers will be paid at per session rate.

PD Providers: Ms. Perez (Asst Principal) at no cost to the program

Ms. Marshall (Asst Principal) at no cost to the program

**Part C: Professional Development**

Ms. Shirley (ESL Coordinator)

Ms. Mora (ESL Teacher)

$\$50.19 \times 7 \text{ PD hrs} + \$351.33 \times 5 \text{ teachers} = \$1,756.65$  (1 per month @ 1hr each)

PD participants will be Ms. S. Shirley, Ms. Rosado, Ms. Mora, Ms. Negron, Ms. C. Shirley

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**Part D: Parental Engagement Activities**

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

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

Begin description here: At our school we are eager to raise the level of parental involvement in our school community. Our parents participate in various trainings and workshops. Parent workshops will be facilitated by the ESL Coordinator (Sharron Shirley), Parent Coordinator (Deborah Villanueva), and administrators. The workshops will take place afterschool for a period of one hour and they will be conducted in English and Spanish.

**Part E: Budget**

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

Allocation Amount: \$14680

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)	\$10,038.00 Instructional	Afterschool program
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$1,756.65 PD	ELA, Math, NYSESLAT
		5 teachers x 41 sessions=\$10,038.00
		5 teachers x 7 PD hrs=\$1,756.65
	\$11,794.65 w/fringe	

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

Allocation Amount: \$14680

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>	NA	NA
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>	\$2,885.35	Supplemental and instructional materials to use for the achievement of participants: NYSESLAT practice, Vocabulary Development, Math, and ELA  Chart paper, portfolios, markers, pencils, pens, highlighters, construction paper, post-its, Picture dictionaries
Educational Software (Object Code 199)	NA	NA
Travel	NA	NA
Other	NA	NA
<b>TOTAL</b>	\$14,680.00	