



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE

DBN (i.e. 01M001): 19K677

Principal: JUDY TOUZIN

Principal Email: JTOUZIN@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALLINGS-HARTE

Network Leader: PETRINA PALAZZO

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
Judy Touzin	*Principal or Designee	
Aracelia Cook	*UFT Chapter Leader or Designee	
Aysha Gouridine	*PA/PTA President or Designated Co-President	
Joann Williams	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Catherine Barclay	Member/ Teacher	
Diana Moats	Member/ Teacher	
Andrew Race	Member/ Teacher	
Joragie Centeno	Member/ Parent	
Gregory Cleveland	Member/ Parent	
Tyese Collins	Member/ Parent	
Carla Mitchell	Member/ Parent	
Esmerelda Urquhart	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
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 19K677

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	556	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	34
Types and Number of Special Classes (2013-14)					
# Visual Arts	34	# Music	34	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.2%	% Attendance Rate		91.4%	
% Free Lunch	85.8%	% Reduced Lunch		2.8%	
% Limited English Proficient	5.2%	% Students with Disabilities		14.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American		68.9%	
% Hispanic or Latino	28.2%	% Asian or Native Hawaiian/Pacific Islander		2.2%	
% White	0.4%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.34	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		4.6%	
% Teaching with Fewer Than 3 Years of Experience	20.5%	Average Teacher Absences		7.9	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		12.2%	
Science Performance at levels 3 & 4 (4th Grade)	64.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

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

1. We thoughtfully aligned our goals to specific areas for improvement as indicated by our previous year's quality review and school progress report. As a result, we noted the following improvements:
 - Increased collaboration amongst our team members, both within and across grades
 - More targeted professional development to support teacher practice and student outcomes
 - Dedicated time in schedules for educators to review assessment results and plan next steps
 - Consistent communication with families via monthly newsletters, school messenger, parent bulletin board, "I Care" campaign events, and updated progress reports and report cards that reflected shifts in standards

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

2. The largest area for improvement in our schools 2012-2013 SCEP was the lack of consistent cyclical data conversations to track our progress towards stated goals. As a result, we were not able to reflect on our progress school wide.

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

3. The social emotional needs of several of our scholars and their families during the 2012-2013 school year were of an even greater magnitude than we have previously experienced and anticipated as a school community. Dealing with these concerns resulted in a lot of our resources- both time and manpower- being diverted from where it needed to remain the most fixed (namely teacher practice and scholar progress and achievement). We did not have the necessary cyclical data step back sessions that we needed to have in order to be able to track our progress and make timely adjustments. The effort to preempt such a situation from reoccurring is evident in our staffing structure this school year and the introduction of additional social emotional supports as detailed in goal 5 below.

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

4. Goal 1: Teacher Practice: Partially met
 Goal 2: Student Progress: Exceeded
 Goal 3: Student Performance: Did not meet at all
 Goal 4: Attendance: Did not meet.
 Goal 5: Family Engagement: Partially met

Were all the goals within your school's 12-13 SCEP accomplished?

	Yes	x	No
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If all the goals were not accomplished, provide an explanation.

1. Regarding annual goal 1, the administrative team believed that our observation and supervision practices were effective based on feedback received during the 2011-2012 school year. We continued in similar fashion for 2012-2013 and our practices were found to be developing. This year, we have been more diligent about ensuring that our reports are succinct, offer clear actionable next steps, and are well aligned to the Danielson framework. We are confident that this will allow us to see the impact that we expected last year.

We did not meet Annual Goal #3, which stated, "By June, 2013 our Student Performance Indicator (students scoring Level 3 or 4) on the New York State ELA and Mathematics exams will increase by 6.9 points on our Progress Report." We only improved by 1.2 points from 5.5 to 6.7. As a result of not meeting this goal, we have been working to implement instruction that helps scholars close the gap between their current and expected levels of proficiency. This need has been even more demanding to address with the increased rigor of the state assessments. We have taken this into account when developing our goals and improvement plans for this year's SCEP (plans to provide professional development in universal design for learning.)

Concerning annual goal 4, we have consistently seen improvements in attendance over the past three years. Last year we added additional half days through the DOE's calendar change process and our attendance rates suffered because of it. We will plan for more ways to maintain high levels of scholar attendance on these days such as increased academic choice periods, assemblies, and incentives for classes with attendance rates that exceed our goal.

Concerning goal 5, while 70% or more of our families consistently attended conferences, our average for regular academic workshops was far less, averaging 35%. Our workshops were consistently offered on weekends and in the evenings because families had previously indicated that those times would work best for their schedules. This year we plan to poll families during

dismissal to determine what times are most convenient and topics of greatest interest for them. We will continue to offer our scholars incentives (scholar dollars, pizza parties, checks on the "I Care" Wall) for getting their parents to attend sessions as this has been most helpful in getting families out to our sessions. We will also offer sessions at various times to see which time period draws the greatest attendance.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

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

8. The expectations of the CCLS are very demanding. While our scholars are making progress, we are working hard to close the gap with performance at the same time. Often times one of the greatest challenges we face is figuring out how to ensure adequate time for teacher development to ensure impact on scholar performance. We are strategically using our faculty meetings and other regularly scheduled times to further our professional development plan.

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

9. According to our accountability data, our school did not meet AYP for "All students", Hispanic/Latino and Economically Disadvantaged Students.
 All students – "All students" will increase between 5 and 8 percentage points the percent of students scoring levels 3 and 4 in both ELA and math.
 Hispanic/Latino – students in this sub-group will increase between 5 and 8 percentage points the percent of students scoring levels 3 and 4 in both ELA and math.
 Economically Disadvantaged Students - students in this sub-groups will increase between 5 and 8 percentage points the percent of students scoring levels 3 and 4 in both ELA and math.

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

- 10.
- Weekly grade team meetings
 - Non attendance days used to facilitate PD aligned to instructional focus areas and hold one-on-one data conversations
 - Family workshops
 - School Leadership Team Meeting
 - PTA Meetings
 - Weekly Memo
 - Community circle (school wide morning meeting held in the gymnasium each Friday)
 - School goals will be prominently displayed on the SLT bulletin boards, Family board, Principal's board as well as flip cards distributed to each team member.
 - Bimonthly one-on-one data conversations to review scholar data in alignment with the SCEP goals
 - Educators will provide feedback around the use and quality of the consultants who are supporting them as well as pd offered by school leaders (principal, APs, grade team liaisons)
 - Data and information around the progress made towards the SCEP will be reviewed at the School Leadership Team meetings on a bimonthly basis and the team will plan adjustments.
 - Regular step back sessions with school leadership and GTL's

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

11. Concerning Tenet 2, if teachers are observed regularly and receive targeted and clear feedback aligned to the Danielson framework for teaching, then teacher practice will steadily improve, which will in turn result in improved scholar performance. Concerning Tenets 3 and 4, teacher planning and preparation as well as capacity directly affect the instructional experiences scholars are exposed to. If we provide teachers with professional development in the areas of engagement and UDL and time for collaborative unit/lesson planning, then more and more scholars will have learning experiences that meet them at their needs as learners. Concerning Tenet 5, If we focus on ramping up our tier one social emotional curriculum while simultaneously providing more targeted social emotional support for our scholars at tier 2 and tier 3, then we will be able to establish a safe school environment that is conducive for teaching and learning. As a result scholar learning outcomes will improve. Concerning.

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

12. For each theory and tenet, we asked ourselves the 5 W's and an H.
 WHO: *Who* would be the person(s) responsible for carrying out the plan? *Who/which stakeholders* would be targeted?
 WHAT: *What* is the goal, simply stated? Is it stated the same for all stake holders? *What* is the plan for realizing the goal?
 WHERE: *Where* will the events aligned to each theory (planning sessions, implementation sessions etc.) take place?
 WHEN: *When* will the experiences take place? *When* will this be shared with the school community?
 WHY: *Why* are these actions necessary? *Why* must we invest as a school community?
 HOW: *How* will we track our progress? *How* will we celebrate successes? *How* will we seek the input of all stakeholders and keep them invested in the work?

The answers to the questions posed above informed the creation of the action plans included below.

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

13. Our SCEP was developed in collaboration with the school leadership team as well as additional teacher leaders throughout the school. It accurately reflects a school wide view of our targeted areas for improvement and continues to be informed by ongoing conversations with our families, educators, and most recently our CBO, Institute for Community Living.

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

- We have added an additional assistant principal as well as a full time dean this year to help ensure our ability to effectively oversee the implementation of our plan in general and tenets 2 and 5 specifically. Regarding tenet 6 we have ensured teacher representation on our school's PTA to further promote regular dialogue between families and educators. Our Family Engagement Committee which consists of our PTA president, family coordinator, two additional parents and teachers provides regular updates of at our School Leadership team meetings to ensure we are constantly monitoring our family engagement and seeking ways to improve our efforts.

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

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

Major Recommendation

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

Improve feedback to teachers to more closely align to the school's chosen research based framework in order to elevate instructional practice.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing
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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.

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

Annual Goal #1

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

Teacher practice will show consistent improvements in the areas of 3b, 3c, 3d, and 3e of the Danielson Framework for teaching by May 31, 2014 as a result of regular observation and timely targeted feedback and support.

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**
 1. Create a schedule of observation rounds for the principal and two APs for the school year.
 2. Create a spreadsheet to organize observation completion and data and update spreadsheet during weekly leadership meetings.
 3. Have an intensive observation focus on Danielson competencies 3b, 3c, 3d, and 3e in order to ensure alignment of improvements in teacher ability to meet the needs of all learners and work with Talent coach to norm and calibrate ratings according to Danielson.
 4. Disaggregate data to determine data trends and patterns.
 5. Plan/Identify and implement professional learning opportunities aligned to areas of need as determined by data analysis, such as the Teacher Effectiveness Series offered by CFN 606 in collaboration with consultant Brian Green.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Principal, Judy Touzin
 2. Principal, Judy Touzin and Assistant principals, Jubilee Mosley and Bryant Brown
 3. Principal, Judy Touzin and Assistant principals, Jubilee Mosley and Bryant Brown, literacy consultant Margie Crombie; talent coach Jaime Jones
 4. Contracted consultant work with Tim Jones, data consultant in collaboration with administrative team; per session for assistant principal
 5. Principal, Judy Touzin and Assistant principals, Jubilee Mosley and Bryant Brown, literacy consultant Margie Crombie; talent coach Jaime Jones; CFN 606 Achievement Coach
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Collection and review of weekly administrative schedules to ensure that observation targets are being met and that observation schedule is feasible
 2. Completion/Update of spreadsheet on a weekly basis.
 3. Review of excel spreadsheet after each observation cycle to track and monitor individual and school wide progress towards improved effectiveness
 4. Tables and graphs generated using the spreadsheet to reflect individual, grade and school wide patterns and trends
 5. Tables and graphs generated using the spreadsheet to reflect individual, grade and school wide patterns and trends
- 4. Timeline for implementation and completion including start and end dates**
 1. Observation cycle 1: October 7, 2013 through November 27, 2013; Cycle 2: December 2, 2013 through January 10, 2014; Cycle 3: January 13-February 14, 2014; Cycle 4: February 24-March 24, 2014; Cycle 5: March 31st April 30th; Cycle 6: May 1-May 30th
 2. Spreadsheet created by October 25, 2013; Final data entered by Tuesday, June 3, 2014. Administrative team meets each Tuesday afternoon from 3:30-5:00pm. The updating of the spreadsheet is allotted time on each week's agenda.
 3. Began with walkthrough with Jaime Jones on October 2, 2013 to begin to gather baseline data; Final Observation cycle to assess progress will be May 1-May 30th

as stated above.

4. Initial planning session on November 21, 2013; follow up sessions held monthly to review school level data and trends.mid year analysis scheduled for week of February 3, 2014; end of year review scheduled for week of June 2, 2014
5. Intervisitations beginning October 15, 2013; visits and PD ongoing through May 27, 2014.

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

ARIS Learn videos, Teach Like a Champion text; Math Talks resources; monthly grade conferences and bi monthly inquiry sessions focused on school wide instructional focus areas aligned to Danielson; requested non attendance days to support ongoing professional development

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Continue to develop curriculum units that provide coherency across the grades and challenging tasks aligned to key standards in order to promote the development of higher order thinking skills for all students

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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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.

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 100% of our ELA and math units will be developed using the schools rigorous unit planner that requires educators to strategically and explicitly imbed rigorous learning activities aligned to the CCLS and entry points that support UDL (representation, action and expression, engagement).

Instructional Strategies/Activities

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

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

1. Bi monthly professional development sessions for UDL and SPED/differentiated instruction to help meet the needs of all students, including Hispanic/Latino and economically disadvantaged students.
2. Bi monthly curriculum and unit planning sessions using the rigorous unit planning template with a focus on multiple entry points for all learners
3. Cyclical data conversations(approximately every eight weeks) to inform ongoing instruction and curricular adjustments

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

1. Contracted consultant work with Margie Crombie from Aussie focusing early literacy instruction; CFN 606 ongoing professional learning series; substitute teachers to cover for teachers attending PD sessions.
2. Contracted consultant work with Kim Marshall on UbD planning (approximately six sessions); per session paid to teachers who are participating in the after school sessions

3. School administrative team and grade team liaisons.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
2. Lesson/unit plans, classroom observations, and scholar work samples demonstrate the inclusion of key strategies aligned to UDL (representation, action/expression, and engagement); scholar reflections on the learning process
3. Review of unit plans, specifically section 14 which is connected to UDL as well as scholar work products
4. Analysis of scholar performance scores every six to eight weeks to track improvements.
D. Timeline for implementation and completion including start and end dates
1. December 9 through May 30 th
2. December 12 th through May 29 th
3. November 22 nd ; May 23 rd
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Consultants for curriculum and staff development contracts; substitute teachers to provide coverage for teachers in PD sessions; pd day schedules; use of monthly grade conferences for professional development sessions
2. Afterschool unit planning and professional development sessions held two Thursdays a month; educators are paid per session to attend and the majority of the grade must apply to participate
3. Calendar change request submitted to the Department of Education to create additional non attendance and early release days in the calendar; November 22 nd approved as a non attendance day. Awaiting approval for early release in January and February and additional non attendance in May. These days are used for professional development purposes and one-on-one data conversations with teachers.

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Deepen the use of differentiated learning activities and instructional strategies to provide appropriately challenging and rigorous learning opportunities that promote high achievement.									
Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing		

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, ALL educators will be able to implement instruction that reflects the three UDL principles and articulate how the instruction meets the needs of their scholars. As a result, scholars' portfolios and culminating tasks for end of year units of study will reflect increased levels of engagement and the fact that scholars were afforded the opportunity to demonstrate their learning in more than one way.									

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									
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must be provided in parts B, C, D, and E.

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

1. Ongoing professional development sessions that address the UDL principles and support educators in incorporating the UDL guidelines into their units and lessons via our bimonthly UbD planning sessions and CFN 606 Professional Learning Series.
2. Walk throughs/instructional rounds focused on assessing the implementation of instruction that reflects principles of UDL, particularly principle 2, multiple means of action and expression.
3. School visits to observe effective/highly effective instruction that incorporates UDL principles.

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

1. CFN 606 Institutes facilitated by network team members; UbD sessions facilitated by principal, consultant Kim Marshall, and grade team leaders. UbD sessions are held after school and teachers are paid per session for participating in the sessions. Substitute teachers are hired so that teachers can attend CFN 606 sessions during the school day; resources are purchased (technology based and otherwise to support the
2. Judy Touzin, principal, Jubilee Mosley and Bryant brown, assistant principals, and our CFN 606 achievement coach.
3. Host schools from the network and other colleagues/recommended sites; a member of the school administration to accompany teachers on visits.

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

1. Review of units and lessons being developed during the planning sessions.
2. Review of excel spreadsheet (noted in goal 1 above) after each observation cycle to track and monitor individual and school wide progress towards improved effectiveness, especially in 3c; review of scholar portfolios for evidence of multiple means of action and expression.
3. Teachers being able to identify the principles in action; increased attempts at implementing principles in the classroom from teachers who attend the school visits.

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

1. Begins on November 12, 2013 with CFN 606 professional learning Series Session One in ELA. Concludes on or about may 30th with our final UbD planning session.
2. Instructional rounds with a specific focus on UDL begin in late January/early February. However, the tenets of UDL are an integral aspect of engaging scholars in learning, component 3C of the Danielson Framework for teaching. That said, educators are receiving feedback in this area from October 1, 2013 throughout the school year.
3. January 10th visit to school in the Bronx; monthly visits between February and June.

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

1. Consultants for curriculum and staff development contracts; substitute teachers to provide coverage for teachers in PD sessions; pd day schedules; use of monthly grade conferences for professional development sessions; Afterschool unit planning and professional development sessions held two Thursdays a month; educators are paid per session to attend and the majority of the grade must apply to participate.
2. Instructional rounds schedule created for school leadership
3. Substitute teachers to cover classes for teachers visiting other schools; scheduled time to debrief visits and plan instructional next steps/opportunities to turnkey.

Budget and Resource Alignment

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

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

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

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

Overall score for safety and respect was 7.8. 32% of educators disagreed with "order and discipline are maintained at my school". 26% of educators disagreed with "most students treat adults with respect". 14% of educators disagreed with "I am safe". 32% of educators disagreed with "There is a person or a program that helps students

resolve conflicts.

Review Type:	New York City Department of Education Learning Environment Survey	Year:	2012-2013	Page Number:	14	HEDI Rating:	Developing
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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.

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By the release of the learning environment survey results for the 2013-2014 school year, all of the above statements in the major recommendations section will show a 15% or more decrease which will be indicative of improved safety and respect in our school. Our overall safety and respect score will be 8.2 or better.

Instructional Strategies/Activities

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

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

1. Individual and small group counseling sessions for targeted or identified scholars.
2. Tribes Social Emotional Learning Program implemented school wide to create an environment conducive for learning for all scholars
3. PBIS/Discipline Committee to Develop Tier 2 and Tier 3 Approaches to managing scholar behavior

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

1. Whitney McMullen, our social worker from CBO, Institute for Community Living will provide the counseling sessions.
2. Contracted consultant for week long summer PD to launch the TRIBES Learning Communities curriculum at our school; dean, guidance counselor, and assistant principal facilitate weekly sessions from September through December with text based resources; classroom teachers implement lessons and strategies on a daily basis also using text based resource.
3. The dean, assistant principals, principal, 5 classroom teachers, an educational assistant and special's teacher serve on the discipline committee. Team members are paid per session for participation; incentives are purchased to support the work with tier 2 and tier 3 scholars.

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

1. Biweekly monitoring of referrals and incidents for scholars who are receiving direct support
2. A baseline, midpoint and end of year scholar survey that measures their level of inclusion in the school community which demonstrates an understanding of the Tribes agreements.
3. Weekly/biweekly review of time spent in class and on task for scholars in target group

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

6. September 9th – June 26th
7. September 9th – June 26th
8. December 6th – June 26th

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

1. The social worker has weekly step-backs with school leadership; sitting member of Scholar Study Team.
2. Each grade has a weekly TRIBES session where aspects of the program are reviewed and reinforced. This time is facilitated by the dean, guidance counselor and APs. In January, weekly TRIBES sessions end school wide and continue for targeted classes.
3. PBIS/Discipline Committee meeting monthly from December through June; scholar coaches assigned to regularly meet with tier 3 scholars to develop, implement, and track targeted behavior plan

Budget and Resource Alignment

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

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

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

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

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

Major Recommendation

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

43% of families completed the learning environment survey compared to the city average of 54%. In addition, while we average over 70% attendance at conferences, only approximately 35% of our families attend academic workshops and far fewer attend PTA meetings.

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

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

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

Annual Goal #5

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

By June 10, 2014, 60% or more of our families will have attended at least 5 academic meetings and workshops. This will result in their improved knowledge of the current expectations of the CCLS and their improved ability to support scholars' progress towards college and career readiness, including Hispanic/Latino and economically disadvantaged students.

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

- As a school community we know that our families care about their children and about their learning. We ask our families to demonstrate that caring by striving to be a family of distinction in our "I Care" campaign. The "I Care" campaign pushes for 100% family participation at 5 or more *academic* conferences and workshops over the course of the year. Topics include:
 - Breaking Down the Levels: Understanding Reading and Writing Levels Across the Grades
 - Family Math Night: A look at math standards then and now and key games families can play to develop mathematical thinking and fluency
 - Test Busters Night 1 & 2: What we are doing and what you can do to ensure your scholar is ready for the state assessment
 - Word Revolution: The power of word knowledge and how vocabulary development supports thinking, speaking, reading and writing at higher levels
 - Family Read Aloud Week: families are invited to the school to participate in a classroom read aloud and learn a few simple questioning techniques to support scholar conversation and comprehension of texts
 - TRIBES Learning Communities for Families: Exposes our families to our TRIBES curriculum and how they can support social emotional learning at home
 - August orientation, Curriculum Night in September, and November/March conferences are also qualifying events.

Families who attend our offerings receive a check on our "I Care" wall. Families who attend five or more offerings over the course of the year are considered families of distinction and are invited to a celebratory dinner at the end of the school year.
- Conference Campaign supported by incentive for participation and survey completion

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

- Family coordinator, family engagement committee and PTA president working with advisory board to promote attendance at "I Care" events; teacher leaders and school leadership help to plan and facilitate academic workshop offerings.
- Family coordinator, family engagement committee and PTA president working with advisory board, classroom educators

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

- Regular monitoring of the "I Care" wall that tracks how many events each scholar's family has attended; increased clarity among families about promotional

requirements; increased school/home contacts, especially with families who we did not make contact with in 2012-2013.

7. 60% or more of our families will complete the learning environment survey by March 15, 2014, which will demonstrate at least 60% of families in attendance for spring conferences.

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

1. August 29th (Family orientation) through final June workshop
 - October: Breaking Down the Levels: Understanding Reading and Writing Levels Across the Grades
 - October: Family Math Night: A look at math standards then and now and key games families can play to develop mathematical thinking and fluency
 - November: Family Conferences
 - December: Award's Night
 - January: Test Busters Night 1 & 2: What we are doing and what you can do to ensure your scholar is ready for the state assessment
 - February: Word Revolution: The power of word knowledge and how vocabulary development supports thinking, speaking, reading and writing at higher levels
 - February: Family Read Aloud Week: families are invited to the school to participate in a classroom read aloud and learn a few simple questioning techniques to support scholar conversation and comprehension of texts
 - March: Spring Conferences
 - April: TRIBES Learning Communities for Families
 - May: Spelling & Vocabulary Bee
2. February promotion through day of conferences

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

1. Funds set aside to partner with learning leaders for family workshops; per session for teacher led workshops
2. Teachers scheduling conferences the full week before and after the DOE calendared conference date.

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	The Leveled Learning Intervention System (LLIS) is used for AIS in ELA. The LLIS is designed by Fountas & Pinnell and correlates with the reading levels. It provides detailed lessons that are patterned after the tenets of reading recovery programs.	Scholars meet in a small group with one of our AIS providers for a 30 minute session three to five days a week.	During the school day, after school program, 37.5 minutes
Mathematics	Our school based AIS providers meet with scholars and use materials that are provided with our core curriculum resources as well as additional math games and instructional materials. We also utilize ixl , an online math resource with individualized pacing.	Scholars meet in small groups as assigned through scholar study or those who are repeating the grade.	During the school day, after school program, 37.5 minutes
Science	NA	NA	NA
Social Studies	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Scholars receiving at-risk guidance services meet with the guidance counselor. Groups include students in temporary housing, bereavement groups and scholars with behavioral concerns. Families must agree in writing before services can begin.	Students meet counselor in a small group or individually once a week for six weeks.	Services are provided 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*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school works in collaboration with our CFN 606 Human Resources Director to recruit highly qualified teachers, both by attending open houses together and gathering and reviewing resumes of potential candidates. Only candidates with appropriate licenses are considered and candidates with multiple licenses are given priority if they are a match to the school. Teachers are encouraged to consistently reflect on and improve their practice and are provided many opportunities. From school-based professional development to network professional development and support from outside consultants, staff members consistently receive additional support. Lead teachers are identified and teachers are also identified as capacity builders. This ensures that high quality teachers are retained and their pedagogical and leadership capacities are continuously improved as they support their colleagues' development.

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).
Our network support, CFN 606, provides both pull-out and push-in professional development for teachers, school leaders, and educational assistants. The network's 16 pull-out professional learning series for the school year range from Principal Plus One Institutes focused on the Common Core, Principal and Assistant Principal instructional rounds/learning walks in schools to special education, ELL, ELA, and math series to name a few. Along with that, CFN 606 provides on-site support for school leaders and staff that is targeted based on our needs (from our data) and requests. Additionally, our school contracts the support of several consultants who support school leaders with data gathering and analysis and teachers with pedagogy. All professional development is anchored in the Common Core and improving teacher pedagogy and student achievement.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Approximately 5% of our scholars live in some form of transitional housing. We work with our family coordinator and pupil accounting secretary to ensure that these scholars receive additional supplies and uniforms from the school and that they receive additional guidance support as necessary. We provide funding to ensure that they are able to participate on school trips and offer them priority consideration for special opportunities made available to the school.

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.).
We hold a yearly transition meeting with the families of our Pre K scholars. This meeting is facilitated by our prek social worker in collaboration with our teachers. As a school, we also partner with neighboring preschool programs and offer our site as a day trip site where their students experience firsthand what Kindergarten looks like. Most importantly, our Pre K educators sit on vertical teams with their colleagues who teach higher grades and participate in the same professional development offerings where appropriate. They too receive targeted professional development support from our network early childhood specialist on the rigors of the CCLS and what instruction and assessment can and should look like in Pre K classroom to ensure that scholars are college and career ready.

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.
Educators participate in cyclical data conversations with a school based leader as well as with their grade teams to analyze assessment results and plan instructional next steps. Teachers also help to select/create the assessments that we administer throughout the school. Revisions are made for future assessments based on teacher feedback.

TA Schools Only

Use of Program Resources

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

NA

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).

NA

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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.

The School Agrees To:

- Show respect for each scholar and his/her family and each educator;
- Provide a clean and safe environment, and an atmosphere conducive to teaching and learning, for the entire ENYESE community;
- Establish an atmosphere conducive to open, regular communication among educators, scholars and families;
- Provide educators with the materials and supplies necessary for them to fulfill their obligations to the scholars and one another;
- Clearly communicate performance expectations to the educators and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between family and the educators;
- Provide educators with meaningful opportunities for professional growth and enrichment;
- Celebrate individual scholar's and educator's success with the entire school community;
- Provide opportunities for families to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title 1 families to inform them of the Title 1 program and their right to be involved;
- Give families and scholars opportunities to participate in school governance;
- Actively involve families in planning, reviewing and improving Title 1 programs and the parental involvement policy;
- Provide families with information about all programs;
- Clearly communicate expectations for scholar performance to the families and provide them with scholar profiles and assessment results through our "I Care" campaign's academic workshops and progress reports;
- Provide families with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between educators and the families through: parent-teacher conferences; students progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform families of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
-

Principal's Signature

Assistant Principal's Signature

Date

The Classroom Educator Agrees To:

- Honor the TRIBES agreements and show respect for each scholar and his/her family;
- Provide quality teaching by utilizing the school's rigorous unit planning template to plan instruction;
- Implement feedback that I receive to ensure that my teaching becomes more and more effective;
- Provide quality leadership;
- Believe that each scholar can learn;
- Recognize each scholar's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignment do not exceed time limits;
- Give each scholar corrective, constructive and encouraging feedback;
- Celebrate each scholar's success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the scholar and his/her family;
- Provide full and clear classroom expectations to each scholar and his/her family;
- Provide clear progress reports to the families at reasonable intervals or as necessary to ensure the scholar meets grade standards;
- Seek ways to involve families in the school program and value their contribution.

Teacher's Signature

Date

RETURN TO CLASSROOM EDUCATOR

THE FAMILY SCHOOL COMPACT Continued...

As ENYESE Families...

The Scholar Agrees to:

- Honor the TRIBES agreements and show respect for my classmates, teachers, principals, school staff, families and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework in on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my educators and the Department of Education;
- Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my family all notices and information received by me from my school every day.

Student's Signature

Date

The Family Agrees To:

- Show respect for my child, his/her educators and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);
- Talk with my child about his/her school activities every day;
- Communicate regularly with my child's educators;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her educators and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;

- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Family Member's Signature

Date

I.

- .

**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 19	Borough Brooklyn	School Number 677
School Name East NY Elementary School of Excellence		

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 Judy Touzin	Assistant Principal Jubilee Mosley
Coach	Coach
ESL Teacher Jason Taruskin	Guidance Counselor
Teacher/Subject Area Ivy Krawczyk	Parent
Teacher/Subject Area Christina Birch	Parent Coordinator Reese Napper-Williams
Related Service Provider	Other Aracelia Cook, PAS
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	569	Total number of ELLs	42	ELLs as share of total student population (%)	7.38%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	37	0	5	5	0	1	0	0	0	42
Total	37	0	5	5	0	1	0	0	0	42

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	6	11	7	3	2								40
Chinese	1													1
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	13	6	11	7	3	2	0	0	0	0	0	0	0	42

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)	9	0	2	0	2	0								13

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	3	3	4	1	1								12
Advanced (A)	4	3	6	3	0	1								17
Total	13	6	11	7	3	2	0	0	0	0	0	0	0	42

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	1	0	0	0	!Und
4	2	0	0	0	
5	3	0	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

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

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

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.

Initially, we use the LAB-R to assess reading and writing skills. The LAB-R provides insights about our ELLs. We use this tool to find their English proficiency level: beginning, intermediate, or advanced. We also test all incoming students using the Fountas & Pinnell Benchmark Assessment System 1. We assess the incoming student's phonics and word analysis, as well as their incoming reading level.

We use the Fountas and Pinnell assessment system to assess the early literacy skills of our ELLs. The Fountas and Pinnell assessment system also provides insights about our ELLs. The system helps us to identify the proficiency level of our ELL scholars in reading, writing, listening and speaking. For our newest ELL scholars, F&P gives us specific data around their ability to identify letter sound correspondance and phonemic awareness. This helps to inform our school's instructional plan by providing data points that we use to develop our ELL and RTI plans. We use this data to help decide which scholars will receive Tier 1 solely based on their level of proficiency and which scholars will receive Tier II or Tier III academic intervention.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The 2013 NYSESLAT results reveal that 22 of the 33 ELL students who received services via the freestanding ESL program throughout the 2012-2013 school year scored at least one proficiency level higher than the previous year (or one or two levels higher than their LAB-R score from the beginning of the year), including two students who scored proficient. At the beginning of the 2012 school year, there was only one ELL who had scored advanced on the 2012 NYSESLAT at PS 677K, and zero ELLs who had scored proficient on the 2012 NYSESLAT. At the beginning of the 2013 school year, after the 2013 NYSESLAT, 13 students are now advanced and 2 ELLs are now proficient. The most growth was in the first grade class of 2012-2013. All five of the 1st grade students progressed to a higher proficiency level. The least growth was in the third and fourth grade, in which there wasn't any progress.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR report is currently unavailable (as of September 27, 2013)
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. During the 2012-2013 school year, the third, fourth, and fifth grade ELLs were serviced via a pull out program. Only 2 out of those 7 ELLs scored advanced or higher on the 2013 NYSESLAT. In the younger grades, Kindergarten through second grade, there was a higher success rate. Half of the 26 students in those grades scored advanced or proficient on the 2013 NYSESLAT. The ELLs in these grades were serviced through a push in program. The beginning and intermediate ELLs in Kindergarten were pulled out four times a week. Push in appears to be more beneficial than pull out. ELLs who took the NYS ELA and Math exams in English performed the same as the students that took those exams in their Native Language.

b. N/A. We have not administered the ELL Periodic Assessments for the past couple of years.

c. N/A. We have not administered the ELL Periodic Assessments for the past couple of years.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We use data to guide instruction for our ELLs. We group the ELLs according to our data. The students in Tier 1, our advanced ELLs, only receive push-in four periods a week. Our Tier 2, intermediate and beginning, ELLs receive a combination of push-in and pull-out, for extra attention in a small group setting. Our Tier 3 students in ESL, the newcomers to the country, receive extra periods of instruction in small groups to meet their specific needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
 Our ELLs receive a variety of supports throughout instruction. Our ELLs receive native language support in their classrooms. Scaffolds include visuals (pictures, videos, etc.), modeling, gesturing, kinesthetic activities, and choral repetition. Newcomers to the country are paired with students who speak their language. There are 9 Newcomers to the country in our school, 6 of which are in classrooms with bilingual educators. Instructional points are translated into the students' native language. Newcomers to the country are encouraged to read and write in their home language, and as they acquire English, to use the English words they learn in their writing. Any newcomers to the country that are in first through fifth grade receive additional homework assignments to fulfill their language needs. Any notices that are sent home with our ELLs are translated into their native language. ELLs receive time extensions for class exams and receive time and a half for state exams. Except for reading and writing examx, all exams are translated into the child's native language. Students receive the official translations and bilingual glossaries for state exams.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).
 As of October 1, 2013, we have not received the NYS Report Card for the 2012-2013 school year. In the past, we did not have a large enough ELL population to warrant an AYP for our ESL program. However, we do administer in-house interim/periodic assessments in order to evaluate the progress of our ELLs throughout the year.
 We can measure the success of our ESL program by looking at our NYSESLAT scores. The 2013 NYSESLAT results reveal that 22 of the 33 ELL students who received services via the freestanding ESL program throughout the 2012-2013 school year scored at least one proficiency level higher than the previous year (or one or two levels higher than their LAB-R score from the beginning of the year), including two students who scored proficient. At the beginning of the 2012 school year, there was only one ELL who had scored advanced on the 2012 NYSESLAT at PS 677K, and zero ELLs who had scored proficient on the 2012 NYSESLAT. At the beginning of the 2013 school year, after the 2013 NYSESLAT, 13 students are now advanced and 2 ELLs are now proficient. We have progressed considerably in the past year.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 During our registration process, every family must fill out a Home Language Identification Survey which includes the informal oral interview in English and the families' native language. Our pupil accounting secretary, Ms. Aracelia Cook, distributes the HLIS and the certified ESL teacher, who is also the ESL coordinator, Mr. Taruskin, conducts the informal interview. The ESL coordinator, Mr. Jason Taruskin, is aided by a translator, who ensures that the families understand what is being asked of them on the survey. Within the first 10 school days, Mr. Taruskin extracts each HLIS from the cumulative folders of all new registrants. Mr. Taruskin reviews each HLIS for accuracy and completeness and proceeds to sort the surveys into categories; English Dominant and Dominant in a language other than English. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LAB-R test. Mr. Taruskin informally interviews each scholar orally and assesses each scholar. We use the information gained through each informal interview in conjunction with the HLIS to determine whether or not a student should be LAB-R tested. LAB-Rs in English and Spanish are

administered, hand scored, submitted for grading at the BAO, and reported on ATS on the ELPC report. The Spanish LAB-R is only given to students who speak Spanish. ALL HLIS forms are signed by Mr. Taruskin and placed in students' cumulative folders by our pupil accounting secretary, Ms. Aracelia Cook.

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.
After the LAB-R is administered and a student is identified as one who is eligible to receive ELL services, Mr. Taruskin sends home an entitlement letter and contacts the families by phone as well to invite them to an ELL Family Orientation (within the first 10 school days). Mr. Taruskin and a pedagogue (serving as a translator) conduct the orientation in the families' home language and English. We explain the ELL identification process, and show a video which gives more information about the ELL program and the choices.
After the video is shown during the family orientation, we answer any questions families may have and preview the parent choice survey. The survey is a double-sided document in both the families' home language and in English. We provide families with an opportunity during the orientation to fill out the parent choice survey and after parents complete the form, we collect, review, and file them. These letters are copied and placed in an ELL Records Binder each school year. The original is placed in the child's cumulative record. If their program of choice becomes available, they will be notified immediately. A letter will be sent home in order to notify them of this change and to invite them to attend an informational meeting about the change.
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 [\[see tool kit\]](#).)
We send the entitlement letters home with each student that has been identified as an ELL. We make follow up phone calls, with the use of a translator, to confirm the parents' understanding of the letter, and to verify whether they can attend the parent orientation. If a parent does not attend the orientation, they are invited to another orientation. All correspondence is in the parent's native language. If the parent still does not attend the second orientation, a Parent Survey and Program Selection form is sent home with an explanation of how to access the video online and what steps to take from there. If this survey is not completed and returned, another phone call is made to complete the survey over the phone. All Parent Survey and Program Selection forms are filed in the students' cumulative records and a copy of them are kept in the ELL Records Binder.
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.
As of October 1st, we have identified 15 students as ELLs. Since we do not have at least 15 ELL students across two grades, our current ELL population does not warrant a Transitional Bilingual or Dual Language program. Mr. Taruskin sends home placement letters to each ELL family to notify them of the ESL program their child has been enrolled in. The parents of ELLs that did not score proficient on the NYSESLAT, and will continue in our ESL program, receive a continued entitlement letter. These continued entitlement letters are also photocopied and placed in the ESL Records Binder. Families are kept abreast of changes as they occur. However, in the five years since ENYSE has been open, we have yet to have 15 students across any two grades who have selected a Transitional Bilingual program. These placement letters are also copied and placed in an ELLs record Binder for the school year. If their program of choice becomes available, they will be notified immediately and invited to attend an informational workshop about this change. All oral and written correspondence with parents is in their native language via a translator.
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.
In order to ensure that all qualifying ELLs receive the NYSESLAT annually, the ELL Coordinator accesses the RLER report on ATS. The RLER is checked regularly from the very beginning of the year until the end of the year. The RLER is used to determine eligibility for the NYSESLAT and LAB-R. When it is determined who will be tested, the ELLs are pulled by grade in small groups to complete the listening, reading, and writing sections of the NYSESLAT. They are brought to a separate location. Mr. Taruskin conducts the NYSESLAT. Pedagogues who do not teach ELLs throughout the year are enlisted to score the writing section. Mr. Taruskin administers the speaking portion to one student a time. A pedagogue who does not teach ELLs throughout the year is enlisted to sit side by side with Mr. Taruskin to score the speaking section. If a student is absent, that student is administered the section(s) that they missed individually.

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. 

1. BESIS 2012-2013:

K: 7 TBE, 4 N (did not complete a Parent Survey), 1 ESL, 0 Dual / 10 students still enrolled in June 2013

1st: 3 TBE, 2 N, 0 ESL, 1 Dual / 5 students still enrolled in June 2013

2nd: 2 TBE, 6 N, 2 ESL, 1 Dual

3rd: 0 TBE, 3 N, 0 ESL, 0 Dual / 2 students still enrolled in June 2013

4th: 0 TBE, 2 N, 1 ESL, 0 Dual / 1 student still enrolled in June 2013

5th: 1 TBE, 2 N, 1 ESL, 0 Dual

Total: 13 TBE, 19 N, 5 ESL, 2 Dual

2. Current ELL roster, 2013-2014:

K: 6 TBE, 1 N, 5 ESL, 1 Dual

1st: 3 TBE, 2 N, 1 ESL, 0 Dual

2nd: 4 TBE, 5 N, 1 ESL, 1 Dual

3rd: 0 TBE, 5 N, 1 ESL, 1 Dual

4th: 0 TBE, 2 N, 1 ESL, 0 Dual

5th: 0 TBE, 1 N, 1 ESL, 0 Dual

Total: 13 TBE, 16 N, 10 ESL, 3 Dual

Over the years, parents have predominantly chosen Transitional Bilingual over the other two programs, with ESL in second place, and Dual in a distant third. However, in the five years since ENYESE has been open, we have yet to have 15 students across two contiguous grades who have selected a Transitional Bilingual program. We will continue to monitor parent choices, and will grant a TBE program when warranted.

Those who are interested in TBE or Dual Language programs are informed of their right to learn about which neighboring school may offer the program of their choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We use a combination of pull-out and push-in (co-teaching). The ELLs are pulled by the certified ESL teacher, Mr. Taruskin. In Kindergarten, the beginning and intermediate ELLs are pulled three periods a week (1 period equals 45 minutes). Mr. Taruskin pushes into Kindergarten five periods a week. He pushes into the most heavily ELL populated Kindergarten classroom, and brings in any ELLs that may be in other Kindergarten classrooms. He co-teaches that period's lesson. This is how he conducts all push-in classes. Mr. Taruskin pulls out the 1st and 2nd grade beginning and intermediate ELLs four periods a week. He pushes into a 1st grade classroom four periods a week in which all the ELLs are present. He pushes into a 2nd grade classroom four periods a week in which all the ELLs are present. He pulls out the 3rd, 4th, and 5th grade beginning and intermediate ELLs three periods a week. Mr. Taruskin pushes into a 3rd grade class five periods a week. All 3rd grade ELLs are in this class, and Mr. Taruskin brings the 4th and 5th grade ELLs with him.
 - b. Kindergarten, 1st, 2nd, and 3rd grade are all pushed into individually, and might be considered "graded." All ELL groups are heterogeneous (mixed proficiency levels), although no advanced students are pulled out with the lower proficiency levels. The 3rd, 4th, and 5th grade group (for both push-in and pull-out) may be considered "ungraded" (all students regardless of grade are in one class). The 1st and 2nd grade pull-out group can also be considered "ungraded." The groups had to be constructed this way so that the certified ESL teacher, who is also the only appointed ESL teacher, can service all groups and deliver the mandated number of minutes of instruction to all ELLs.
 The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the Common Core State Standards. The ESL teacher collaborates with classroom teachers about curriculum and students' abilities, needs and accomplishments. Once a week, the ESL teacher meets with each co-teacher individually to plan for the following week. Beginning and intermediate students receive 8 periods a week of instruction, each containing 45 minutes. Advanced students receive 4 periods a week, each period also 45 minutes. Differentiation occurs within the ESL lesson and the classroom as well as the students' general education classrooms.
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 students are never pulled out during their literacy block. They receive at least 180 minutes per week of ELA instruction in their general classroom. Beginning and intermediate students receive 360 minutes of ESL instruction per week and advanced students receive at least 180 minutes of ESL instruction per week.
 In our only program, ESL, native language support is delivered in a variety of ways. Some ELLs have a bilingual teacher. All ELLs, especially our newcomers to the country, are paired up with a bilingual student who can act as their guide through each lesson. If the class is an ungraded group of mixed grade levels, the older ELLs may help the younger ELLs with both language and content.
 Each classroom has a section in their libraries for books in languages other than English. Exams in content areas other than ELA are translated for ELLs. ELLs in grades 3 through 5 have access to the NYS bilingual glossaries.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 ESL instruction includes, but is not limited to, the use of pictures, videos, manipulatives, gestures, role-playing, chants, and songs to make content comprehensible, and to foster language development. The ESL teacher, Mr. Taruskin, pushes in during the social studies/science block in Kindergarten, the mathematics block in 1st grade and 2nd grade, and the writing block in 3rd grade. Mr. Taruskin provides content area support for all ELLs during that period. Two teachers who are bilingual teach classes with a large ELL population. They use the students' native language to make content comprehensible. In every classroom, every ELL is paired up with a bilingual peer who can help direct them and clarify instruction. We have Spanish language books in our libraries for our ELLs. All ELLs are held to the same CCSS. Any assignments are scaffolded appropriately for each ELL. Class trips

provide the ESL teacher opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Students in grades three through five have been provided with the NYS Bilingual Glossaries for mathematics, social studies, and science to aid them throughout the year and on their state exams. ELLs receive testing modifications which include time and a half, testing in a separate location, the simultaneous use of English and Alternative Language Editions on state assessments (except ELA), and a third reading of the listening selection during the ELA exam.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We administer the Spanish LAB to Spanish-speaking ELLs at the beginning of the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year, students are assessed in listening, speaking, reading, and writing. Mr. Taruskin uses the NYSESLAT test sampler exams that are provided through <http://www.p12.nysed.gov/assessment/nyseslat/>. In addition, we teach and assess students formatively and summatively using the Attanasio & Associates program Getting Ready for the NYSESLAT. All four modalities can be fully evaluated through this program. Mr. Taruskin has scheduled these exams to occur in September, the beginning of November, the end of December, the beginning of February, the end of March, then the NYSESLAT is in April and May, and lastly, one in June. Roughly every 6 weeks a periodic assessment is given.

6. How do you differentiate instruction for ELL subgroups?

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

a. At the present time, we do not have any SIFE students. However, in the event that we have SIFE students, SIFE students will receive AIS services in both reading and math. They will receive age and grade appropriate instruction that is scaffolded to make the content comprehensible.

b. Students that have been in U.S. schools less than three years receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives, gestures, videos, and pictures. We want our newcomers to make a smooth assimilation and to start communicating. Students who are true newcomers to the country are offered extra afterschool sessions with our certified ESL teacher. During the 8 periods that they are serviced, these newcomers are paired with bilingual students who guide them through the lesson. They also receive alternate homework assignments to meet their vocabulary needs. If they can write in their native language, they may use their L1 to write and answer questions, and eventually integrate their L2, which is English.

c. ESL students who have been receiving services four to six years are taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards, and ultimately achieve grade level or above grade level scores on the NYS ELA exam. Lesson plans are modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught.

d. At the present time, we do not have any long-term ELLs. Long-term ELLs will be taught reading skills and strategies to help them comprehend what they are reading, master the common core learning standards, and ultimately achieve grade level or above grade level scores on the NYS ELA exam. Lesson plans will be modified and differentiated for these students to ensure they can fully engage in the lesson and learn the objective that is being taught. These students will also receive AIS services to supplement their ELA and math lessons.

e. Former ELLs continue to receive four periods of ESL per week for one year. Former ELLs are also afforded time and a half on exams for up to two years.

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?

Teachers who service ELL-SWDs have access to their IEPs. The ELL-SWDs receive all services mandated on their IEPs. If an ELL-SWD has an IEP which mandates ESL instruction, they are serviced by the ESL teacher accordingly. If an ELL-SWD's IEP

mandates bilingual instruction, we will inform the parent that we do not have a TBE program at the present time and offer to request an alternate paraprofessional who can provide native language support.

Every classroom has a leveled library, as well as a section for books in languages other than English. Teachers of ELL-SWD use a variety of supports to make content comprehensible, such as, but not limited to, scaffolding, wait time, visuals (pictures, videos, etc.), modeling, gestures, small groups, and kinesthetic activities. Content is on grade-level and meets the needs of the CCLS, but is scaffolded to make content comprehensible.

The strategies teachers employ include, but are not limited to role-playing and components of a Balanced Literacy program. This includes shared reading, shared writing, interactive writing, guided and independent reading, and read alouds. We use graphic organizers and cooperative learning, which provides ELLs with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, dramatization, text representations, and manipulatives, chants, songs, poems and charts to help them acquire language skills.

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

The ESL teacher meets with the IEP team and the Special Education teachers to discuss how we can target each child's individual needs. Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. Those ELLs in a 12:1:1 class are pulled out and are taken to a general ed classroom four periods a week for their ESL instruction. Some ELLs are in ICT classes and are with non-disabled peers all day. The school psychologist conducts a number of tests to determine where the child falls on the spectrum. The school psychologist that tests our ELLs is bilingual (Spanish). Depending on what type of disabilities the child has and how serious those disabilities are, the child is placed either in general ed, ICT, or 12:1:1. Based on the findings, the school psychologist writes the IEP that is decided upon, and the child is placed in the appropriate setting.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

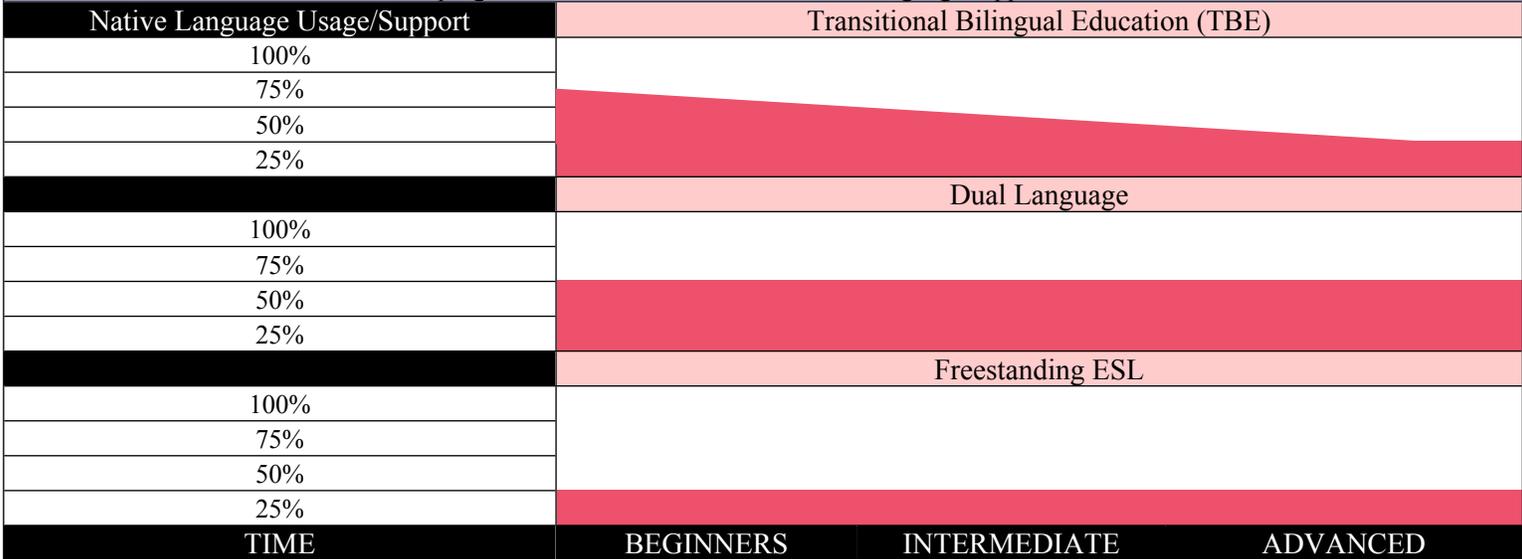
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

AIS is offered to ELLs who are reading below grade level or need intervention. In Literacy AIS, students work in a small group (not larger than 4:1) on phonics, phonemic awareness, sight words, and comprehension skills. Speech is also offered in our school. Speech/language therapy may be recommended for a student with a communication problem, including problems of language comprehension and expressive language which adversely affect school performance. During the literacy block in every class, the teacher facilitates small guided reading groups. Students also work in small guided reading groups during Extended Day. We provide Math AIS, if needed. Students would be pulled out in small groups to work on math basics and anything grade-appropriate that needs to be addressed.

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

Our current program is much more effective than the ESL program we used previously. The 2013 NYSESLAT results reveal that 22 of the 33 ELL students who received services via the freestanding ESL program throughout the 2012-2013 school year scored at least one proficiency level higher than the previous year (or one or two levels higher than their LAB-R score from the beginning of the year), including two students who scored proficient. At the beginning of the 2012 school year, after receiving only pull-out ESL services, there was only one ELL who had scored advanced on the 2012 NYSESLAT at PS 677K, and zero ELLs who had scored proficient on the 2012 NYSESLAT. At the beginning of the 2013 school year, after receiving a combination of pull-out and push-in ESL services, (after the 2013 NYSESLAT) 13 students are now advanced and 2 ELLs are now proficient.

Now that the ESL teacher pushes into content area lessons, ELLs are being supported in all areas of instruction.

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

Hopefully, next year all of the ESL students on each grade will be placed in the same classroom. One Kindergarten class with all of the ELLs, one 1st grade class with all of the ELLs, etc.) That will facilitate our push-in program. Moreover, a bilingual teacher in that classroom would benefit both the ELLs and the native English speakers.

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

Currently, no programs/services will be discontinued.

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

ELLs are included in all after school activities. ELLs are invited to our extended day program for an additional 100 minutes of literacy instruction. During Extended Day, ELLs work in small guided reading groups to improve their comprehension. Newcomers to the country work with the ESL teacher to gain basic communication skills and basic vocabulary. The Theater Troupe is open to all third through fifth grade students, and ELLs are welcome to participate. ELLs also participate in the Guitar Club, in which they learn how to play the guitar.

Our ELLs are invited to all school events. We ensure that all school correspondence is distributed in English as well as the Home languages of our families. We would like to extend to our scholars the opportunity to participate in any afterschool club of their choice.

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

Grammar software for the SmartBoard and iPads are used in classes. Manipulatives are used in math and science classes. Videos are used in all content areas. The literacy program Moving into English is used with ELLs when they are pulled out. Most of our classrooms have Smartboards. Our educators use their smartboards to enhance the learning experience of ELLs. Words, pictures, and videos are displayed to help ELL students understand the academic language that is being used to teach the lesson. Educators also use charts, and sentence strips to display pertinent information and post them for easy reference.

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

In our only program, ESL, native language support is delivered in a variety of ways. Some ELLs have a bilingual teacher. All ELLs, especially our newcomers to the country, are paired up with a bilingual student who can act as their guide through each lesson. If the class is an ungraded group of mixed grade levels, the older ELLs may help the younger ELLs with both language and content.

Each classroom has a section in their libraries for books in languages other than English. Exams in content areas other than ELA are translated for ELLs. ELLs in grades 3 through 5 have access to the NYS bilingual glossaries.

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

Currently all required services support and correspond to ELLs' ages and grade levels in our school. All resources used to teach our ELLs are common core aligned and age and grade-appropriate, yet leveled for our various English proficiency levels.

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.

We invite all families to our family orientation. This orientation serves as an opportunity for families to engage with key members of our school community (classroom and out of classroom teachers, administrators, PTA members, etc.), to present relevant information about our school policy's, mission, vision, curriculum, and discipline code.

18. What language electives are offered to ELLs?

N/A

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)?

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. Our network offers various professional development sessions for our ELL providers. When a pertinent session is offered, the ESL teacher attends. The ELL Coordinator turnkeys information during bi-weekly meetings scheduled with the AP. The ELL Coordinator will use designated inquiry times to turnkey pertinent information to the guidance counselors, common branch teachers, IEP teachers, secretaries, and special education teachers. When the OELL offers a PD for any of these specific groups, the ELL Coordinator will notify them. Otherwise, the ELL Coordinator will provide PD to the entire staff at least once a month during inquiry time.
 2. The ESL teacher has attended several different professional development sessions, including but not limited to sessions about co-teaching (push-in), improving ELL achievement through CCSS-aligned instruction, close reading, text-dependent questions, BESIS training, literacy, keeping up with compliance, and how to administer the NYSESLAT. Most of these PDs teach us strategies for delivering high quality instruction that is aligned with the CCSS. Some sessions work on high quality oral language, some sessions work on delivering high quality vocabulary instruction, and others target writing issues, all aligned with the CCSS.
 3. There is a continuous conversation between the ESL teacher and the rest of the staff. Data is shared between classroom teachers and the ESL teacher. The ESL teacher introduces strategies and techniques to the rest of the staff on a regular basis. The ELL Coordinator researches schools alongside students in 5th grade who are preparing to transition to middle school. The ELL Coordinator contacts prospective schools on behalf of the 5th grade ELLs to find out the services and programs provided that will help them to maintain and excel in English language proficiency, ELA, Math, and all other content areas. The ELL Coordinator will share this information with the school's guidance counselor. The ELL Coordinator will partner with the school's guidance counselor during senior meetings to reach out and connect with ELL families and to answer questions they may have.
 4. The ESL Coordinator, Mr. Taruskin, provides ELL training for the staff, turnkeying best instructional practices he uses and has learned at various professional development sessions. PD sessions provided include, but are not limited to, Word Tiers, Linear Arrays (teaching vocabulary), Differentiating Instruction, and Demystifying Figurative Language. These priorities will help us meet the instructional needs of our ELL population. These sessions are usually provided on select Wednesday afternoons in staff meetings/inquiry time throughout the year. The goal is always to provide our educators with strategies they can walk away with and implement by the session's end. Attendance sheets and agendas for each PD are placed in the ESL Records Binder. The hours are recorded on a cover sheet and kept in the Records Binder.

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?
 1. We work closely with our families to help them choose a school that best fits the needs of their child who receives ELL services. We provide our families with information about specific schools that have a strong, successful ELL program. We send letters home in both English and their home language to inform families about Middle School Choice Fairs at these schools as well.
Seventy percent of our families attend our annual family orientation and Back to School night. We provide multiple sessions of our ELL Parent Orientation as well. Our families also attend events such as our Winter Expo, Breaking Down the Levels (Informative Session on Literacy Levels), and Math Night. Translators are always on hand to keep our ELL families involved.
 2. We currently do not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents.
 3. We evaluate the needs of our parents through PTA meetings, a monthly parent event sponsored by our school administration and the PTA called First Fridays with Families, and parent surveys. In the survey, we ask families to provide feedback around the programs they would like to see, curriculum, etc. We have a parent coordinator who specialized in increasing parental involvement in the school by working closely with all school staff, parents, and community members. The parent coordinator serves as a facilitator for parent and school community concerns and issues. She also conducts outreach to engage parents in their children's education. She organizes events and also assists in transitional housing among other responsibilities.
 4. In order to ensure that our parental involvement activities meet the needs of ESL families, we have a translator in attendance who can relay the information or their concerns to our staff.

E. Additional Information

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

Part VI: LAP Assurances

School Name: East NY Elem. School of Excel.

School DBN: 19K677

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy Touzin	Principal		12/2/13
Jubilee Mosley	Assistant Principal		12/2/13
Reese Napper-Williams	Parent Coordinator		12/2/13
Jason Taruskin	ESL Teacher		12/2/13
	Parent		
Ivy Krawczyk	Teacher/Subject Area		12/2/13
Christina Birch	Teacher/Subject Area		12/2/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Aracelia Cook	Other <u>Pupil Accounting Sec</u>		12/2/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K677** School Name: **East NY Elem. School of Excellence**

Cluster: **94CL06** Network: **94N606**

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

Part A: Needs Assessment Findings

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

ELLs make up 7.38% of our student population, but the percentage of students with a home language other than English is much larger: 21%. The second largest language group is Spanish. We also have some Bengali speakers and one Chinese. A language survey is filled out by parents when their child is enrolled. The parents choose which language they want the school to communicate with them in. Notices, progress reports, report cards, and other correspondence is sent home in the child's home language as well as English.

East New York Elementary School of Excellence has:

- 6 Bengali families who need written and oral interpretation
- 1 Chinese family who needs written and oral interpretation
- 76 Spanish families who need written and oral interpretation

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.

One fifth of the student population requires translation services, both written and oral.

East New York Elementary School of Excellence has:

- 6 Bengali families who need written and oral interpretation
- 1 Chinese family who needs written and oral interpretation
- 76 Spanish families who need written and oral interpretation

The findings have been reported to the school community orally.

Part B: Strategies and Activities

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

Written translation services will be provided in-house by school staff. If this is not possible, the services will be provided by an outside vendor in a timely manner. Depending on the time frame allotted, translation services will be provided in house or by outside vendors. Notices, progress reports, report cards, etc. will be translated into the students' home languages.

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.

Oral translation services will be provided in-house by school staff. Translators will be provided at all family conferences and school events.

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>.

All parental notification will be translated and interpreted into the home languages represented at the school. All new admits will receive a language survey to choose the language of correspondence. All signs, notices, and conversations will be translated.

Section VII of Chancellor's Regulations A-663 and how we provide these services:

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

These documents are distributed in English, Spanish, Bengali, and Chinese at the parent orientation held at the beginning of the school year.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

This sign is posted near the primary entrance to ENYSE in the most prominent covered languages.

C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

This is a part of our safety plan. All parents have equal access to all information and administrative offices, regardless of language.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

We do not have over 10% Non-English speakers at the present time, but when we do, we will carry out this requirement.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access

such services.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information

Name of School: <u>ENY Elem School of Excellence</u>	DBN: <u>19K677</u>
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 checked="" type="checkbox"/> Other: <u>push-in, above and beyond the mandated minutes of instruction</u>	
Total # of ELLs to be served: <u>42</u>	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: <u>2</u>	
# of certified ESL/Bilingual teachers: <u>2</u>	
# of content area teachers: <u>0</u>	

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: 1. Licenses for the computer program Rosetta Stone K-12 will be purchased to be used with our ELLs during the regular school day during time that is above and beyond the mandated minutes of instruction for ELLs. Rosetta Stone K-12 can be used by the newcomers to the United States who need to acquire BICS. Rosetta Stone is also designed to help more advanced ELLs to acquire academic language (CALP) and to use more complex grammatical structures. This program integrates speaking, listening, reading, and writing for all skill levels. The certified ESL teacher will push in and guide the students through the program and teach minilessons based on the content they are working on individually. The instruction provided during this time will complement the instruction that is occurring in the class during that time. The work being done on Rosetta Stone will allow for the ESL teacher to build upon and differentiate the instruction for the ELL students in the class. Students will be able to continue learning when they return home by using their username and password for the program online. Furthermore, Spanish and bilingual books will also be purchased for every classroom with ELLs. During this time, which is above and beyond the mandated minutes of instruction, the newcomers will also read independently in their native language or the certified ESL teacher will read aloud a bilingual book in both Spanish and English. Literacy in any language must be fostered, and the tools they use to read in Spanish can be transferred over to their literacy in English. (see attached schedule)

The majority of the newcomers (to this country) in Grades 1-5 are in Grades 2-4. Kindergarten has the largest number of ELLs (17) and the largest number of newcomers to this country (11).

Mondays, extended day (2:20-3:10): Pull-out, Newcomers ESL, Grades 2-4

Tuesdays (1:30-2:20): Kindergarten, Class KA, Push-in, Subject being supported: Centers (assorted subjects)

Tuesdays, extended day (2:20-3:10): Pull-out, Newcomers ESL, Grades 2-4

Fridays (11:05-11:50): Kindergarten, Class KA, Push-in, Subject being supported: Phonics

2. We will purchase Getting Ready for the NYSESLAT by Attanasio & Associates for ELLs in grades 3-5 and we will have an after school program to prepare for the NYSESLAT. The certified ESL teacher will conduct after school lessons twice a week which will total 2 hours per week from January to May for a total of 16 weeks (Mondays and Tuesdays 3:15pm-4:15pm). The ELLs in these grades have the most difficulty in the reading and writing sections of the NYSESLAT. This after school program will focus on these two sections, especially writing the descriptive paragraph and writing the fact based essay. (see attached schedule)

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: In the 2013-2014 school year, the certified ESL teacher who is currently teaching in the ESL program has already attended several professional development sessions that were offered by the network CFN 606. The title of a PD series that he has been attending is Improving ELL Achievement through CCLS-Aligned Instruction. This series had sessions on November 8, 2013; December 12, 2013; and will meet once more on January 24th, 2014. This ESL teacher will also register for a PD series entitled Brain Research: Keeping ELLs in Mind, which is being offered by the oell. This PD series will meet on four dates: March 18, April 8, April 30, and May 1, 2014.

The certified ESL teacher who is currently teaching in the ESL program will register for a class through the After School Professional Development Program in the spring semester. A number of providers offer ELL courses. A variety of interesting subjects were covered in the fall semester such as Content-Based Instructional Strategies for ELLs and Language and Literacy for ELLs. The certified ESL teacher will also attend any professional development courses offered by the oell. There is always room to grow as a teacher, and the ESL teacher will take advantage of this opportunity to grow. (see attached list of courses, Fall 2013)

Part D: Parental Engagement Activities

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

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

Begin description here: We will offer parent-child ESL classes after school hours taught by another certified ESL teacher. So many of the parents of ELLs do not speak or understand English. We will invite parents to bring their children once a week for a total of 1.5 hours per week from January to June for a total of 20 weeks (Mondays, 3:30-5:00). The children and parents will help each other acquire language, and when they return home they can continue their conversations in English. Language acquisition cannot be limited to school hours. When the children go home, they must continue to practice in order to retain and grow. Parents will not only be helping their children, they will be learning English to better themselves as well. The focus will be on BICS, oral conversational language, and vocabulary.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		