



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THURGOOD MARSHALL MAGNET SCHOOL

DBN (i.e. 01M001): 28Q080

Principal: KERSANDRA COX

Principal Email: KCOX4@SCHOOLS.NYC.GOV

Superintendent: DR. BEVERLY FFOLKES-BRYANT

Network Leader: DANIELLE GIUNTA

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 |
|-----------------------|--|-----------|
| Kersandra M. Cox | *Principal or Designee | |
| SaqueraMaat EL | *UFT Chapter Leader or Designee | |
| Tamar Ogburn-Harraway | *PA/PTA President or Designated Co-President | |
| Angel Randolph | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Garland Ward | Member/ | |
| Renee Gatsiadis | Member/ | |
| Paul Henderson | Member/ | |
| Celena Hancock | Member/ | |
| Monica Mathier | Member/ | |
| Nadine Washington | Member/ | |
| Bernadette Locust | Member/ | |
| Kenneth Schorr | Member/ | |
| | Member/ | |

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 28Q080

| School Configuration (2013-14) | | | | | |
|---|-------------------|---|-----|---|-----|
| Grade Configuration | OK,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 | 5 | # SETSS | N/A | # Integrated Collaborative Teaching | 49 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 3 | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 65.7% | % Attendance Rate | | 93.0% | |
| % Free Lunch | 73.1% | % Reduced Lunch | | 13.5% | |
| % Limited English Proficient | 2.8% | % Students with Disabilities | | 23.5% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 87.8% | |
| % Hispanic or Latino | 7.1% | % Asian or Native Hawaiian/Pacific Islander | | 2.6% | |
| % White | 1.2% | % Multi-Racial | | 0.9% | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 0.25 | # of Assistant Principals | | 1 | |
| # of Deans | N/A | # of Counselors/Social Workers | | 1 | |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | | N/A | |
| % Teaching with Fewer Than 3 Years of Experience | 8.0% | Average Teacher Absences | | 8.6 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 18.1% | Mathematics Performance at levels 3 & 4 | | 19.9% | |
| Science Performance at levels 3 & 4 (4th Grade) | 82.3% | 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 | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | Yes | Limited English Proficient | | N/A |
| Economically Disadvantaged | Yes | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (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 | Yes | Limited English Proficient | | N/A |
| Economically Disadvantaged | Yes | | | |
| Met Adequate Yearly Progress (AYP) in Science (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | 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 | Yes | 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. | | | | |
| All goals were aligned to the tenets. Key personnel and funding sources were allocated appropriately. The school utilized the District and Children First Network to provide support for our staff. Needs assessments for each goal cited specific data which allowed goals to be targeted and specific. The school utilized the Danielson Rubric to strengthen pedagogy. | | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | | |
| Areas of improvement in our schools 12-13 SCEP is to develop structures and systems to monitor SCEP goals and outcomes. The school must create benchmarks to assess/refine the SCEP's goal. As a school community we must develop a common language to assess our goals and clearly define our learning outcomes. | | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | | |
| One major challenge in implementing our 12-13 SCEP was the major key instructional changes and shifts that occurred during the 12-13 school year. The school was within a transition period with an instructional change of three keys administrators within the building. Previous years the school had two site based instructional coaches, however, last year the school did not have the funds for two instructional coaches. The changes in the instructional staff created a major shift in the instructional vision for the school. The school community was introduced to a new type of accountability in utilizing TeachBoost and Danielson. The PTA faced similar challenges with key changes in the executive board. In addition, the school adopted a new Common Core Aligned Curriculum. The changes in the curriculum, administrative changes, and support staff change, and PTA leadership shifts, which resulted in our school not meeting three of our established goals. In addition, the school had a new guidance counselor and parent coordinator who had attempted different methods of assimilating information with the parents. In order for our school to fully meet our goals we require more time to maximize its potential. | | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | | |
| The school was successful in meeting two of our goals. Goal 1 was met in that teachers did receive ongoing professional development on the CCLS and the Danielson Framework. Goal 2 was not fully met because tracking and monitoring systems were ineffective in capturing changes that were implemented based on the data analysis. Goal 3 was not met because the early grade progress data from NYS ELA and math testing slipped in comparison to the previous year. Goal 4 was not met- data from the Learning Environment Survey indicates a .8% drop in the area of Safety and Respect Goal 5 was met- data from Pupil Path indicates that more than 25 new parents logged on during the school year. | | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | | | <input type="checkbox"/> | <input checked="" type="checkbox"/> Yes |
| If all the goals were not accomplished, provide an explanation. | | | | |
| Goal 2- We require more time to allow this goal to fully develop. Our school is working collaboratively to examine student data. We are utilizing various methods to capture and analysis our data. Goal 3- The adoption of a new curriculum and the instructional shift has contributed to our school not meeting this goal. This goal requires more time to maximize its potential. Goal 4-. Our school attempted various new methods to assimilate information to our parents regarding safety and respect. In addition, our guidance counselor organized a student-to-student conflict resolution team that was very successful. However, during the 2012-2013 school year he retired and his absence created a gap that is responsible for our drop in the area of Safety and Respect. The new guidance counselor and parent coordinator attempted various strategies to engage and involve our parents and students. | | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | | | <input checked="" type="checkbox"/> | <input type="checkbox"/> Yes |
| | | | <input type="checkbox"/> | <input type="checkbox"/> No |

Developing the 2013-14 SCEP

| | | | | |
|---|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP | | | | |
| Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP. | | | | |
| There are no barriers or challenges in developing and implementing our school's 13-14 SCEP. | | | | |
| List the 13-14 student academic achievement targets for the identified sub-groups. | | | | |
| The 13-14 student academic achievement targets for the identified sub-groups is to increase the performance of our special education students by 10% in ELA and Math. Our students in ICT classes will increase by 10%. We will reduce our level ones and twos by 5%. Our school will have a 10% increase in closing the achievement gap. | | | | |
| Describe how the school leader(s) will communicate with school staff and the community. | | | | |
| School Leaders conduct monthly community conversations to address the SCEP's goals, instructional vision, CCLS, and | | | | |

curriculum units. Our grade 3-5 parents are provided with the opportunity to have at least four one-to-one conferences. Progress reports are mailed twice a year to update the parents on their child's performance. In addition, all staff members attend monthly faculty and grade conferences. During our bi-monthly meetings, we examine our student data and creating an action plans. Administration will meet weekly to discuss and track our progress in working with our target population.

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

The theory of action at the core of our SCEP is data driven instruction, assessment, and professional development. It is our belief that effective utilization of data will improve learning for all students and enhance instruction. Utilizing data will improve instruction. Furthermore, our school is engaging in Problem Based Learning, Padeia, and the Engineering is Elementary project. Engineering is Elementary is a curriculum in Wiggins and McTighe's Understanding by Design. We are shifting to an inquiry based approach to lesson delivery.

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

As a staff we are still engaged in the work of Driven by Data as a resource to improve learning and teaching. As a staff we are examining our curriculum maps, historical data such as the item analysis, MOSL performance, Ready Gen and Envisions to make the necessary shifts to insure that our students are successful. Our teacher teams meet twice a week to examine student data. We utilize a protocol to guide our conversations. Our school has utilized the item analysis to explore our areas of concerns. We are identifying gaps in our literacy and mathematics curriculum. As a school community we will be attending professional development on Project Based Approach, Padeia and Engineering is Elementary.

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

Our school is the recipient of a Magnet Grant. Our grant provides us with the opportunity to attend professional development opportunities on Project Based Approach, Padeia, and Engineering is Elementary. We will also have a Magnet Coach, Technology Coach, and a STEM Coach. The three new instructional support positions will assist in shifting our school to an inquiry based approach.

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

Our school has three new administrators who possess strength in area of Literacy, Mathematics, and Special Education. In addition, our school has a school based instructional coach. The administrators are utilizing their strength to coach teachers in our three areas of growth. In addition, our school is the recipient of a Magnet Grant. Our grant provides an opportunity for more support in overseeing and managing our improvement plan. Our school will have a Magnet Specialist, Technology Coach, and a STEM Coach. In addition, we will utilize the CFN to provide addition support to our entire school community.

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). | | | | | | | |
| Alt DQR 4.1 – “Additional supports have been provided for teachers new to the profession, new to the grade as well as those who need additional support in their performance. This work is beginning to lead to improvements in teacher practice, specifically around questioning and discussion, as evidence by teacher feedback. Data gleaned from observations drives the responsive professional development through “Teachers Gathering Information on Friday” (TGIF). For example, the principal noticed that questioning and planning was inconsistent across classrooms so TGIF workshops focused on these topics.” | | | | | | | |
| Review Type: | Alt DQR | Year: | 2012-2013 | Page Number: | 3 | HEDI Rating: | Proficient |

Tenet 2: School Leadership Practices and Decisions

| | | | |
|--|---|----------|---|
| Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | |
| | 2.2 School leader’s vision | X | 2.3 Systems and structures for school development |
| | 2.4 School leader’s use of resources | 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. |
| By June 2014, 80% of teachers will possess a normed understanding of competencies 1e, 3b, 3c and 3d from Charlotte Danielson’s Framework for Teaching included in the new teacher evaluation and development system to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery including the inclusion of multiple entry points to improve student achievement for all students including those students who require additional supports as well as extensions to the curriculum. |

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

| |
|---|
| All teachers will participate in professional growth practices that shift teaching practices |
| 1. A minimum of three (3) opportunities for teachers to observe practice videos across components 1e, 3b, 3c and 3d of the Danielson rubric (SOP 2.5) |
| 2. 80% teachers will complete three (3) self-reflections of their practice within the specified domains of the Danielson rubric (SOP 2.3) |
| 3. 80% teachers will collaborate to write a minimum of three (3) highly effective lessons in 4 out of the 6 components accordance with the Danielson rubric Domain 1 of the Danielson Rubric. (SOP 2.3 & 2.5) |
| 4. 80% teacher teams will evaluate student work and effectiveness of teacher strategies a minimum of three (3) cycles using a common protocol for analyzing student work (SOP 2.3) |
| 5. 80% teachers will modify practice according to feedback received from the frequent cycles of observation (SOP 2.5) |

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

| |
|--|
| 1. Principal, assistant principals and all teachers will utilize ARIS and LearnDOE. |
| 2. DOE Talent Coach will work with principal and assistant principals on calibrating their understanding of the Danielson rubric |
| 3. Administrations and instructional coaches will conduct professional development for all teachers for developing effective lessons |
| 4. All teacher teams will engage in professional development to develop three highly effective lessons in accordance with the Danielson rubric |
| 5. Administrations and all teachers will engage in at least four feedback cycles. |

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

| |
|---|
| 1. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in training videos represents Highly Effective, Effective, Developing or Ineffective practice in components 1e, 3b and 3d |
| 2. Self-assessments will be used 3 times a year a baseline at the beginning of the year, mid-year and near the end of the year prior to final observation for all staff members assessed through Danielson Rubric. |
| 3. Teachers will share their Highly Effective lessons in the school’s Shutterfly community. |
| 4. The instructional coach will analyze student work and assessment data to evaluate the alignment between improved teacher practice and an increase in student achievement |
| 5. Based on feedback from observed lessons, a minimum of 50% of teachers will increase their HEDI rating by one (1) performance level in their identified targeted area |

that was established during the IPC

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

1. Teachers will participate in calibration activities at least three (3) times during the school year from September 2013 to June 2014
2. Prior to IPC, Mid-year, and prior to the end of the year PC Final Conference teachers will complete the self-reflections in ARIS 50-minute professional development sessions
3. A minimum of three (3) times per year from September 2013 to June 2014
4. Modifications to lessons will take place within two (2) weeks after the end of each observation cycle

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

1. The Magnet grant will provide funding necessary to create standard aligned curriculum maps
2. Focus funds and the Magnet grant will provide opportunities for teachers to meet professional development
3. Focus funds and Magnet grant will provide opportunities for teachers to engage in vertical and horizontal professional conversations.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|----------|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | x | 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.

| | | | | | | | |
|----------|---|----------|-------------------------|--|--|--|---|
| X | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | X | 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 #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).

Alt DQR 1.1 – "Extend the work of curriculum and task development to incorporate teacher planning that will effectively increase levels of rigor and refine tasks to accurately address the diverse needs of learners within the school. There was very little evidence throughout a majority of classrooms that key standards were being reinforced. There are some efforts to incorporate common core aligned tasks, but only a few classrooms demonstrated adaptability of tasks to meet student needs. Although students were compliant in most classrooms, many were not cognitively engaged and were working towards completion rather than achievement. Consequently, there is an overall lack of rigor in many classrooms that is resulting in low levels of student achievement."

| | | | | | | | |
|---------------------|---------|--------------|-----------|---------------------|---|---------------------|----------------|
| Review Type: | Alt DQR | Year: | 2012-2013 | Page Number: | 4 | HEDI Rating: | Underdeveloped |
|---------------------|---------|--------------|-----------|---------------------|---|---------------------|----------------|

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.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 80% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards and create opportunities that challenge students to perform at higher levels of learning and integrate learning from a variety of sources so that by June 2014 70% of students increase their independent reading level as K-1 by at least two levels as measured by the Fountas & Pinnell Reading Assessment and grades 2 -5 by at least one level.

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. 80% of the teachers will meet on common planning time to develop curriculum maps aligned to common core learning standards.(SOP 3.3)
2. 80% of the teachers will meet in grade level and vertical teams to assess and analyzes data. Teachers will complete a monthly data analysis sheet. (SOP 3.3)
3. 80% of the teachers will track the Fountas & Pinnell Reading assessments at least 3 times a year. (SOP 3.2)
4. 80% of the teachers will use the problem based learning approach in curriculum development, lesson planning and lesson delivery and modify practice based upon new learning.(SOP 3.2)

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

1. All teachers, Magnet Coach, NSS Instructional Coach, and School based Instructional Coach will utilize ReadyGen, Envisions, Social and Science Programs to create standard based curriculum maps.
2. All teachers, instructional coaches, and administrators will analyze NYS assessments, Fountas and Pinnell Assessment, MOSL assessments, and baseline and benchmarks assessments in team or cabinet meetings.
3. All teachers, School Based Instructional Coach, NSS instructional Coach, and administrators will utilize the Fountas and Pinnell electronic tracking system to monitor student progress, and share with parent community through computer lab open access and progress letters sent home three times per year
4. School Aide will support the schoolwide initiatives by supporting the implementation of all extended day programs for students (morning, after school, Saturday)
5. Ed Para will support the schoolwide initiatives by providing academic intervention services to 2nd grade students using the Fountas and Pinnell Leveled Literacy Intervention Program
6. Supplies will be purchased to provide intervention support for students through the use of technology based software programs
7. Supplies will be purchased to provide necessary supports and extensions using targeted, complex intervention and test preparation materials
8. Teacher Per Session activities to ensure that teachers monitor and adjust lesson plans to provide necessary supports and extensions for all groups of students
9. Teacher Per Session activities to collaborate in cross-grade teacher teams twice per week with the support of Network Achievement Coach to develop strategies for connecting the curricula across subjects
10. Supervisor Per Session to ensure that lesson plans incorporate a progression of sequenced and scaffolded skills for all groups of students
11. Supervisor Per Session to monitor the after school teacher team collaboration to ensure that revisions are made to curricula and plans and that there is a common understanding about what is taught

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

1. Teachers will produce standard based curriculum maps. Maps will be used during common planning time and staff meetings. Teachers will connect their lesson plans to the curriculum maps during instructional support conversation. During frequent observations cycles, administration will gather evidence of instructional shifts, CCLS aligned lessons, and curriculum aligned assessments.
2. Lesson plans will reflect evidence of flexible grouping based upon the analyzed data. The Baseline and benchmark will track student growth in areas of ELA and Mathematics. Instructional cabinet will aggregate the data through an Excel spreadsheet to monitor the growth of our target population.
3. Instructional Coaches will create and post a visual display chart tracking the progress of students in grades K-5. Instructional cabinet will create graphs and charts to identify areas for professional development based upon the results of the data.
4. Lesson plans will reflect a Problem Based Learning Approach. Low inference observation reports will reflect growth in student engagement (3C engaging students in learning.) Students will create a minimum of three products based upon the Padeia or PBL. All students will produce a product to present during the Problem Based Fair. Instructional Cabinet will create a school –wide rubric to assess all produced products.

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

1. Initial mapping began in June 2013. November curriculum writing maps were reviewed and revised. December teachers will revisit and revise the Reading curriculum maps. January will revisit and revise the Envisions Math curriculum maps. February we will revise the Science Curriculum Maps. March we will revise the Social Studies Maps. April/May we will conduct strand analyzes between all vertical curriculum maps. June we will revisit our ELA and Math maps.
2. September 2013- June 2014 Teachers will meet twice a week in horizon teams. Vertical teams will meet twice a month with the administrative cabinet.
3. 1st F/P assessment is due October/November 2013, 2nd assessment is February/March 2014, and the final assessment is due May/June 2014
4. January 2014-August 2104 teachers and instructional cabinet will attend monthly PD on Padeia and Problem Based Learning.

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

1. The Magnet grant will provide funding necessary to create standard aligned curriculum maps
2. Focus funds and the Magnet grant will provide opportunities for teachers to meet for curriculum planning
3. Focus funds and Magnet grant will provide opportunities for teachers to complete and analyze F/P running records.
4. School Aide = 66 hours to support instructional program from September 2013 to June 2014
5. Ed Para = 116 hours to support implementation of AIS program for identified students from September 2013 to June 2014
6. General Supplies = \$880 used to purchase instructional software - IXL
7. General Supplies = \$39,807 used to purchase test preparation materials, mini-iPads to provide instructional interventions for students

- 8. Teacher Per Session = \$17,799/353 hours for after school/morning/Saturday AIS for students
- 9. Teacher Per Session = \$28,986/575 hours for teachers to meet with instructional and network coaches to align the curricula to the CCLS and instructional shifts
- 10. Supervisor Per Session = \$3165/60 hours for one supervisor during extended day programs
- 11. Supervisor Per Session = \$2535/48 hours for one supervisor during after school teacher planning meetings

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|----------|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | X | 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 | X | 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).

Alt DQR 1.2 – “Promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful groupings, students are challenged and questioning extends thinking to maximize student learning. The levels of questioning and discussion techniques are not yet uniformly challenging. As a result, students report a low level of difficulty in assignments that do not push their thinking thus, contributing to consistently low student progress. The teaching strategies are inconsistent in their level of challenge and their provision of entry points for students. Therefore, there is limited evidence that teachers are deepening the level of instruction to provide appropriate challenge, which limits opportunities for all students to engage in effective higher-order thinking and extend learning experiences. Instruction is almost entirely teacher centered, consisting of teachers asking low level questions and the same few students responding.”

| | | | | | | | |
|---------------------|---------|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | Alt DQR | Year: | 2012-2013 | Page Number: | 5 | 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 | X | 4.3 Comprehensive plans for teaching |
| X | 4.4 Classroom environment and culture | | 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, teachers will use Bloom’s Taxonomy and Webb’s Depth of Knowledge to plan for an array of questioning techniques to prompt low, mid and higher level cognitive processing for all students and select instructional strategies matches the content and cognitive complexity in the standards and to raise the cognitive complexity of student learning so that 25% of students will reach proficiency on the New York State English Language Arts Exam given in April 2014. In addition, teachers will utilize the philosophy of Padeia and Project Based Learning to engage in rigorous task that promote critical thinking and reasoning to increasing the number of students meeting the proficiency goal in ELA.

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. Teachers receive a minimum of three professional development workshops on questioning and discussion techniques. (SOP 4.4)
2. Teachers will have at least three opportunities to conduct low-inference observations on questioning and the ELA instructional shifts. (SOP 4.4)
3. Teachers will collaborate to plan at least three- five highly effective questions that promote deep levels of thinking and questioning. Teachers will have the opportunity to present the questions to their class and scribe the student responses. (SOP 4.4)
4. Teachers will establish long term and short term learning goals for their students and establish flexible discussion groups. (SOP 4.3)
5. Teachers will engage students in at least three writing task utilizing a prompt or a source. (SOP 4.3)

6. [IXL Software will be purchased to support the instructional program as well as ensure that adaptive intervention strategies are used to address the variety of needs and learning styles of all students
- B. Key personnel and other resources used to implement each strategy/activity**
1. Instructional Cabinet, NSS, and universities will provide workshops on development of intellectual skills.
 2. Administrative staff, NSS, Instructional Coaches will schedule inter-visitations.
 3. Instructional Coaches and NSS will engage teachers in developing three –five highly effective questions. All teacher teams will engage in the development of three-five highly effective questions in accordance with the Danielson’s Rubric. Teachers will present these questions and record students response
 4. Instructional coach and NSS will assist teachers in developing SMART ELA goals utilizing the data from the ReadyGen data, NYS ELA item analysis and MOSL. Instructional cabinet will create a graph to identify school’s area of focus.
 5. Teachers will administer at least writing instructional tasks. Instructional coach and teachers will score the assessment and track progress. Instructional cabinet will review progress and establish school-wide goals.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teachers will utilize the information from their workshop to create DOK level 3 and 4 questions. Teachers will post the notes, reflections, and DOK questions on the Shutterfly page. Every class will have a DOK interactive chart that will allow students to identify the level of questions they are asking or being asked.
 2. Teachers will complete a class inter-visitation sheet and identify the new strategy they will try within their classroom. Administration will observe new learning within the classroom and provide feedback.
 3. Vertical and horizontal teams will meet review ReadyGen to develop highly effective questions. Administration will review teacher’s scribed student responses and engage the teachers in next step conversations. Teachers will receive written feedback from the conference.
 4. Teachers will review student MOSL and NYS ELA Assessment to establish goals for our targeted students. Teachers will display flexible grouping charts within their classroom. Instructional cabinet and teachers will monitor and track student performance on the identified goals.
 5. Instructional Coach and Literacy Instructional Team will create a school wide rubric utilizing the MOSL Writing Rubric, ReadyGen Rubric, and the 6 + 1 Writing traits to assess student writing. Teachers will use the results of the MOSL baseline assessment to track and monitor students’ growth based on ongoing assessments. Administration and teachers will conduct data meetings to discuss progress
- D. Timeline for implementation and completion including start and end dates**
1. Teachers and Instructional Cabinet will participate in at least three (3) professional workshops on intellectual skills from September 2013 to June 2014.
 2. Teachers will have the opportunity to visit three classrooms to engage in low inference observations from December 2013 to June 2014.
 3. Teachers will have the opportunity to meet three – five times with the instructional coach to develop highly effective questions from September 2013 – June 2014.
 4. Teachers will review goals every six-eight weeks to monitor progress from December 2013- June 2014.
 5. Teachers will administer three writing assessments from September 2013- 2014 (MOSL- September/October, Instructional task - January/February, Instructional task-March/April and MOSL (Post) – May/June)
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The Magnet grant will provide funding necessary for staff to attend professional development opportunities
 2. Focus funds and the Magnet grant will provide opportunities for the school to hire per diem substitute teachers for inter-visitation and data analysis
 3. Focus funds and Magnet grant will provide opportunities for teachers work collaboratively.
 4. \$880 used to purchase instructional software - IXL

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|----------|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | X | 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.

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

Goal and Action Plan #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).

The School Environment section of the 2012-2013 NYC Progress Report indicates that Safety and Respect scored 7.4 and 7.7 – which is the lowest score in the Peer and City Range respectively

| | | | | | | | |
|---------------------|--------|--------------|-----------|---------------------|---|---------------------|-----|
| Review Type: | NYC PR | Year: | 2012-2013 | Page Number: | 4 | HEDI Rating: | N/A |
|---------------------|--------|--------------|-----------|---------------------|---|---------------------|-----|

Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

In order to improve the school’s approach to culture-building, discipline and social-emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2014 there is a minimum increase of 50% of the peer and city range in the Safety and Respect section of the New York City Progress Report.

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. Teachers will participate in at least three workshops on Conscientious Classroom Management utilizing the work of Rick Smith.
2. Teachers and students will create a school based behavioral intervention matrix and utilize Class Doju to monitor student progress.
3. Parents will utilize Class Doju to monitor their child (ren) progress.
4. Guidance Counselor will conduct monthly classroom visits on Character Education.
5. Safety committee will meet once a month and are open to the public and all staff members.

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

1. CFN has provided professional development on conscientious classroom management. School administration has established a Conscientious Classroom Management team-CCM. The CCM team consists of six teachers and two administrators.
2. Administration has introduced Class Doju to monitor and track student’s behavior. All staff members engage in giving students Doju points for adhering to the school-wide matrix.
3. Parent Coordinator and Guidance will provide an informational workshop on our school-wide positive behavior intervention system. Administration will conduct monthly ten (10) monthly conversations about school –wide issues including safety and respect.
4. Guidance counselor will conduct monthly classroom visits. Students will complete feedback sheets. Administration will review students’ response and create a spreadsheet for areas of concern.
5. School Aides, Teachers, Administration, Safety Agent, Food Service workers, custodians, and Parents are part of the school-wide safety committee.

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

1. CCM team will maintain an attendance binder for all workshops and handouts. Administration will receive minutes from all CCM meetings. Every classroom will have a CCM Chart. Teachers and students will utilize the agreed upon non-verbal signals.
2. School will track the number of students receiving points at the classroom and school level on a weekly basis
3. Attendance at workshops will be collected and tracked to determine if parents are attending multiple sessions
4. Student feedback sheets will be collected and analyzed
5. The types of concerns reported by the safety committee will be analyzed and tracked

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

1. Six (6) sessions in July-August 2013; monthly meetings from September 2013-June 2014
2. Monthly from November 2013-June 2014
3. Monthly from September 2013-June 2014
4. Monthly from September 2013-June 2014
5. Weekly from November 2013-June 2014

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

1. Summer Grant was awarded to provided professional development for staff on Conscientious Classroom Management

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

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

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

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

NYC LES – according to the data from the 2012-2013 Learning Environment Survey, 30% of parents who responded have never attended a Parent/Teacher Conference or PTA meeting and 74% of parents who responded have only attended once or twice – which contributed in a drop in the Communication Section from 7.9 to 6.9.

| | | | | | | | |
|---------------------|---------|--------------|-----------|---------------------|---|---------------------|-----|
| Review Type: | NYC LES | Year: | 2012-2013 | Page Number: | 7 | HEDI Rating: | N/A |
|---------------------|---------|--------------|-----------|---------------------|---|---------------------|-----|

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.

| | | | |
|----------|--|----------|-------------------------------------|
| X | 6.2 Welcoming environment | X | 6.3 Reciprocal communication |
| | 6.4 Partnerships and responsibilities | | 6.5 Use of data and families |

Annual Goal #5

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

In order to collaborate with families as full partners in the learning and development of their children we will increase the number of contacts with families by 20% so that by June 2014 we will offer 50% more parent teacher conference than in previous years so that parents responding to our New York City Learning Environment Survey will reflect a 5% drop in parents who had never attended a Parent/Teacher Conference.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Additional Parent Teacher conferences scheduled to address the individual needs of students
2. School will conduct Parent informational sessions keep parents informed and to address concerns
3. PTA meetings scheduled at different times to allow for more parent participation
4. Survey created to solicit feedback concerning student needs
5. Parents invited to participate as volunteers in the classrooms

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

1. Principal, assistant principals, classroom teachers, parent coordinator will schedule two additional parent teacher meetings
2. Principal, assistant principals, parent coordinator, guidance counselor will utilize the phone messaging system, flyers, and electronic banner to inform parents of events
3. PTA Executive Board will alternated scheduled PTA meetings in the A.M. and the P.M. to accommodate more parents
4. Principal, assistant principals, parent coordinator will utilize survey monkey to create a survey for parents and teachers
5. Principal, parent coordinator, selected parents to assist in assimilating information to parents

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

1. Attendance sheets collected and analyzed by data specialist. There will be an increase in the number of students completing tasks as by Skedula.

2. Attendance sheets collected and analyzed by data specialist. There will be an increase in the number of students completing tasks as by Skedula.
3. Attendance sheets collected and analyzed during executive board meeting. The number of parents attending PTA will increase. There will be an increase in the number of students completing tasks as by Skedula.
4. Results from survey used to adjust content of meetings. There will be an increase in the number of students completing tasks as by Skedula.
5. Regular attendance monitored and tracked. There will be an increase in the number of students completing tasks as by Skedula.

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

1. Twice during the school year – December 2013 and January 2014
2. At least two per month from October 2013-May 2014
3. Morning and evening meetings alternate – September 2013-June 2014
4. Minimum of twice during the school year
5. Daily from January 2014-June 2014

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

1. Sam 88 provided an opportunity for the school to schedule two additional parent meetings
2. Focus funds will allow the school to provide opportunities for families to attend workshops and community conversations in the evening and on the weekends
3. Focus Funds will allow the school to pay for Survey Monkey
4. Parent Involvement funds will be utilized for parent fingerprinting

Budget and Resource Alignment

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

| X | PF Set Aside | Tax Levy | Title IA | Title IIA | Title III | X | 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 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 | Strategy Lessons from ReadyGen- RTI Wilson Foundations Great Leaps Reading Recovery Reading by Domains | Small group Small group and one-to-one Small group and one-to-one One-to-one Small Groups | During school, after-school and weekends During school, after-school and weekends After-school and weekends After-school and weekends |
| Mathematics | Great Leaps Envisions Mathematics Math Domain Strand by Strand | Small Groups and one-to one Small Group Instructions Small Group instruction | Afterschool and weekends During school, afterschool, and weekends Extended day Tuesdays and Wednesdays |
| Science | Reading in the Content Area | Small group instruction Teacher/Student Conference | Saturday Academic Intervention for all students in grade 4 (99 students) |
| Social Studies | Office of Gifted/Talented and Enrichment: Units of study | Small group Teacher/Student conference | Saturday School and Afterschool |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | SETSS SPINS Cook Shop Healthy Options and Physical Activity Mediators Character Education Speech and Language Teacher Occupational Therapy Physical Therapy Adaptive Physical Education | Small Group Whole Class/Small Group instruction Whole class Small group Small group Small group/Whole Class Small group/one-to-one Small group/one-to-one Small group/one-to-one | During the school day During the school day Mondays, Tuesdays, and Wednesdays-Lunch recess program During the school day Once a month with a small group of students During the school day During the school day |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| 100% of teachers deemed Highly Qualified as per the BEDS survey. Additionally, we provide mentoring for teachers new to the profession as well as new to a grade. Teachers in all grades and subject areas receive ongoing, targeted, differentiated professional development based on identified needs. Recruitment and Retention: <ul style="list-style-type: none"> • Partnership with an area colleges to secure student teachers • Work with substitute teachers to provide support • Have scholars display their talents that encompasses learning supporting our Magnet theme and CCLS • Show video of our students participating in Science, Technology, Engineering, and Mathematics • Generate tasks connected to our Magnet Theme and Project Based Learning • Have Best Practices Fairs and Theme Related Expos • Attend Magnet Professional Development workshops and Convention |

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). |
| School has partnered with New Teacher Center to train two teachers on effective mentoring. In addition, the CFN NSS provides targeted professional development for our staff. Administrators attend monthly professional development that is offered by the CFN, DOE, and School Leaders Network. Paraprofessionals attend professional development that is offered by the CFN, DOE, district, and the school. The assistant principals receive professional support from ELI. All workshops are aligned to the CCSS and Advance. The entire staff will receive professional development from a university on Problem Based Learning. All staff members will receive professional development from Padea |

Coordination and Integration of Federal, State, and Local Services and Programs

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Funds are used to support the professional development of teachers in curricular programs and align to Common Core Standards across content areas. |

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.). |
| Kindergarten classes use common core aligned curriculum. Teachers use the workshop model to conduct lessons. K students participate in CookShop, which is a Pre-K – 2 nd grade program. Kindergarten teachers use the inquiry process to design and adjust lessons using student assessments. |

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. |
| The school wide MoSL committee agreed upon which assessments to give at the school for MoSL. This was done in consultation with their colleagues and the Principal and Assistant Principal. The MoSL committee agreed upon using TCRWP Running Records for K-5 and Performance Based Tasks in K-2. For ELA the teachers decided with the Literacy coach to administer the TCRWP Writing on Demand Assessments and progress monitoring TCRWP Running Records. In Math the teachers decided with the Math coach to administer the end of Chapter tests and Performance Tasks to track progress. The Principal and Assistant Principal made the decision to administer ELA and Math practice tests utilizing New York Ready materials and the NYCDOE periodic assessments. |

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent -Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 28 | Borough Queens | School Number 080 |
| School Name Thurgood Marshall | | |

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 K. Cox | Assistant Principal B. Locust, M. Lockwood |
| Coach | Coach |
| ESL Teacher N. Lobanova | Guidance Counselor Ms. Christie |
| Teacher/Subject Area Ms. Jonston | Parent |
| Teacher/Subject Area K. Leudersdorff | Parent Coordinator Valarie Byrd |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) Danielle Guinta | 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 | 1 | 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 | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 567 | Total number of ELLs | 7 | ELLs as share of total student population (%) | 1.23% |
|--|------------|----------------------|----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input 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 (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | 1 | 2 | | 1 | 2 | 1 | | | | | | | | 7 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 1 | 2 | 0 | 1 | 2 | 1 | 0 | 7 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|--------------------------------|---|
| All ELLs | 7 | Newcomers (ELLs receiving service 0-3 years) | 5 | ELL Students with Disabilities | 2 |
| SIFE | 0 | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6+ years) | |

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 | 5 | 0 | 0 | 2 | 0 | 2 | | | | 7 |
| Total | 5 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 7 |

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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) | | | | | 2 | 1 | | | | | | | | 3 |

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

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Previous year's ECLASS data that was used at P.S. 80 to assess the students' reading ability, indicates that ELI students need support in acquiring phonemic awareness, reading and oral expression skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELL students' scores in the four modalities of the NYSESLAT (listening, speaking, reading and writing) indicate a certain pattern across proficiency levels: reading and speaking scores are higher than listening and writing. Evaluation of state and local assessments in Math and Science tests indicate that students have difficulties in writing out explanations to describe the reasoning behind their answer choices.
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](#))
More focus will be given to reading comprehension skills, the terminology in content area, learning will be scaffolded based on knowledge mastered and moving toward more complex information and more focus will be given to writing with meaning and expressing oneself in a more coherent manner.
P.S. 80 does not have Title III program.
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?Based on the results of the ELL periodic Assessments, teachers plan their lessons with ELL students in mind: they use differentiation and scaffolding strategies, as well as flexible grouping to accommodate needs of every ELL student in their class.
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](#).)
ELL students who are at-risk or academically challenged get additional support through a research-based intervention services, a tiered RTI educational system that meets every student's educational needs. At first ELLs get differentiated instruction at the Tier I. If they exhibit a need for more targeted academic support, they move to Tier II and Tier III accordingly. ELLs can get extra support in their room or, should they need a more intensive and targeted instruction, they can be placed in a separate setting.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The development of the spoken forms of language are essential for second language learners as a bridge to the more academic language associated with learning in school, and with the development of literacy. Thinking aloud, accountable talk, "exploratory talk", and collaborative work provide the conditions that foster second language development. A teacher plans contextual lessons that require ELLs to focus on the ways they express themselves, which in turn pushes them to produce more comprehensible, coherent, and grammatically correct language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ongoing data analysis of the ELLs' progress and failures are regularly addressed during bi-weekly RTI meetings, grade conferences and ongoing in-class observations. Once the problem areas are identified, necessary strategy shifts are discussed and applied to accommodate every ELL's diverse needs.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At P.S.80 at the time of registration, the students and their families are given HLIS in their native language to identify what language the student speaks. An informal interview is conducted by a certified professional. Based on HLIS information and the informal oral interview the student is identified as LAB-R eligible. LAB-R determines English language proficiency as B (beginning), I (intermediate), or A (advanced). A Spanish LAB-R is given to the ELL students whose native language is Spanish.
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.

Once the student is identified as a potential ELL, to ensure that parents understand the three program choices offered in the District, an orientation video with the description of the three programs is offered in their native language within the first ten days of their child's enrollment. At such meeting parents are informed of the available resources, types of programs, and the personnel in the building who can be of assistance. The ELL teacher and the Assistant Principal are present at such meetings to answer parents' questions, to address their concerns, and to offer a "Guide for Parents of English Language Learners" in their native language with important reminders about ELL program selection and placement.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The "entitlement" or "continued entitlement" letters in their native language are sent to ELL students' homes to ensure that parents understand what program is available at P.S. 80 and in the District. Parents are requested to make a choice, sign the letter and to return it to school. In case the letter is not returned in a timely manner within a week, a staff member who speaks the student's native language is asked to call parents to once again remind them that the letter must be returned to school as soon as possible. If after all efforts the letter is still not returned to school, the student is placed in the ELL program by default, and the "entitlement" letters are kept in a student's folders for reference.
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.
5. P.S.80 does not offer a bilingual or a transitional programs, therefore parents are given a choice to either place their child in the ELL program or to transfer their child to another school that offers such instructional programs. School personnel: teachers and paraprofessionals who speak ELL students' parents' native language communicate with parents directly or over the phone to make sure there is a clear understanding of the placement criteria and procedures. Parents' feedback is analyzed and their child is placed in the program accordingly.
6. 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.

ELL teacher uses ARIS, RLER, RLAT, HISE and other pertinent to ELL applications in the ATS system to make sure all ELLs in school are identified and properly serviced. By the end of the year all ELL students take NYSESLAT to further assess their progress.
7. 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. 

After reviewing the Parent Survey and Program selection forms for the past few years, the main trend in program choice was determined to be a free-standing ELL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])? At P.S. 80 a push-in organizational model and a homogeneous program model are used. The ELL teacher works cooperatively in collaboration with the mainstream teachers to ensure ELL students' progress.
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)?

Advanced students are entitled to 180 minutes of ELL a week, and beginners and intermediate - to 360 minutes a week which they receive on a regular basis. ELL students are strongly encouraged to participate in any related school activities and extracurricular activities that can be of any assistance to them. The ELL teacher works in collaboration with mainstream teachers.
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.

Students receive targeted instruction in the content areas: Math, Social Studies, and Science in connection to the themes and topics taught in the mainstream. To meet the demands of Common Core Learning Standards, teachers scaffold their instruction. Their strategies include but not limited to genre and author studies, standard based aims and cooperative lesson planning, thematic reading instruction and close collaboration and articulation between classroom teachers and instructional support personnel.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are provided with MATH testing material/student booklet in their native language along with the English language booklet to make sure the students understand the content in any language he/she is comfortable with.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure ELL students' academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively involved in hand-on activities connected to their everyday lives. Interim assessments data and

ongoing observations are analyzed and used for instructional shifts to ensure every student's language acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

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

ELLs that are in school less than three years are taught based on their prior knowledge and cultural experiences by relating this knowledge to academic learning in a new language and culture, and developing language awareness and critical literacy. If a student is identified as SIFE, he/she is paired with the advanced level student to work as a team to ensure his/her academic language development. The student's prior knowledge is identified and activated during small group instruction. Long-term ELLs with higher proficiency levels are teamed with newcomers that need help. This buddy system and accountable talk discussions create a teaching/learning atmosphere from which each individual student can benefit and learn. Former ELLs continue to receive additional ballanced support in the mainstream. They continue to receive language support for another two years. Teachers ensure that the students use a cueing system, and they become proficient in predicting unfamiliar words. These students are taught to be able to monitor and self-correct when reading becomes unclear and to be mentally engaged in text. They acquire skills to analyze word structure and meaning, to make educated guesses, and to become active participants in discussions, problem-solving skills, and analysis. They gradually reach the proficiency level of the general education students. Reading intervention is provided in each reading component: phonemic awareness, letter recognition, etc using ELL methodology and strategies. Both, whole class instruction and one-to-one intervention is provided to eliminate obstacles that ELL students face. To remediate difficulties in writing, student's prior knowledge is identified and activated during small group instruction.

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?

ELL-SWDs particpate in balanced reading programs tailored to their needs. Read aloud and shared reading strategies, visual aids and prompts, as well as picture support are used to accomodate every ELL-SWD student's learning needs. Establishing routines in word study, teaching guided reading mini lessons, sequencing, predicting, scaffolding the writing process by using graphic organizers for better comprehension and to organize thoughts, modeling paragraph structure writing, etc. are some strategies that are utilized to ensure rigorous and comprehensive environment for ELL-SWDs.

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?

A tiered system of instructional support based on demonstrated needs of the student is tailored for every SWD student. Students with special needs receive all related services as per their IEP by a cooperatively working team of teachers. Instruction for ELL-SWDs is provided at the Tier 1 instructional level. If their scores indicate the need for more targeted and intensive support, they move to Tier 2 and Tier 3. As students' s assessment data indicates a significant progress, the exctra support is removed.

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: | | | |

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

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

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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| 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.

Content-based ESL is not only important for developing academic language skills, but is also inherently more interesting to ELL students than classes that focus on language only. Content areas present numerous topics related to a variety of personal interests. In content area ELLs learn to use information in a variety of ways, including oral and written observation, description, classification, interpretation, and evaluation. Reference literature, dictionaries, computer technology provide extensive hands-on and interactive experiences for ELL students that goes beyond the acquisition of subject-specific vocabulary and factual knowledge. ELL students observe the teacher explaining and modeling the strategy, and they are given opportunities to practice the strategy with ordinary classroom tasks. The teacher advises students on how they can apply the same strategy across curriculum and in different learning situations. ELLs learn to apply the skills they learned to understand, discuss, read about, and write about the concepts developed. Content teaching provides a context for teaching students learning strategies that can be applied in the grade-level classroom. ELLs are provided with hands-on and cooperative experiences, lesson topics are linked to student's prior knowledge, students are taught to use technical vocabulary appropriate for the content subject, the teacher addresses different student learning styles, students are taught to "know when they don't know" - and what action to take. They are provided with books, articles, and other resources on content area topic and they learn how to use them.

Additional instruction is provided in the classroom as well as in a separate setting by the RTI teachers team.

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

The current program is differentiated and tailored to meet every ELL student's diverse language needs. The content area topics are incorporated into the curriculum, are important for the grade level of a student. It provides for the development of new knowledge and skills. Specific topics are adjusted for students whose previous schooling has been interrupted and who are not at grade level. The teacher makes assessments of a student's prior knowledge about a subject and then builds upon this previous knowledge by providing a student with experiences that develop new concepts, expand previous ones, and trace relationships between concepts. The teacher models higher-order thinking skills. Students learn to ask and answer higher-level questions about the content being studied. They learn to speculate, predict, synthesize, and make judgments about the content material they are learning. Teacher monitors ELL students' comprehension of the content and progress. Students learn to monitor their own comprehension. ELL students learn to understand the most important concepts, they practice the major skills and processes, and learn to use the language associated with these concepts and processes to prepare them for the content of the all-English curriculum.

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

n/a

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

RTI program will be continued as it proves to be comprehensive and effective.

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

At this point P.S. 80 does not offer after school program. At P.S. 80 cooperative learning and hands-on group activities prove to be effective in providing ELL students with experiential learning opportunities. ELL students have access to a variety of content resources in the classroom. Grade-level books, library books, articles, pictures, software, and realia are used by ELLs as reference tools as they work on projects and reports. They learn how to locate specific information in such resource materials even if their ability to comprehend the entire text is limited.

ELL SWD's receive services as per their IEPs.

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

Literacy by Design, Geady Gen, Interactive ELL software,

Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY

- Strategies to Achieve Reading Success, Curriculum Associates, Inc
- Focus On Reading Strategies (leveled), Perfection Learning Corp.
- Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
- Harcourt, ELL-Level Kit: Fictions and Nonfiction books
- Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
- Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
- Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)

Rigby PM Plus Software leveled for each language proficiency level.

The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.

Interactive ELL websites

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

Making personal connection, building up on prior knowledge and culture ensure improvement of higher order critical thinking skills, understanding of contextual questions and help foster overall language acquisition. ELLs are provided with reading materials in their native language. ELL SWD's receive additional help from paraprofessionals who speak their native language.

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

Teachers use a specific choice of books affected by the ELLs' age, interests and reading abilities. Some materials are aimed to extend a student's reading skills, and thus being a little ahead of the student's reading ability. Others intend to be a part of an up-to-level reading program that builds bridges into the text and enables students to read fairly independently (leveled books, genre types, etc) Teachers make sure that these reading and writing materials give students "a reason for turning pages" .

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.

P.S. 80 does not offer programs before the beginning of the school year.

18. What language electives are offered to ELLs?

P.S. 80 only offers a freestanding/push-in ELL program. Parents are advised on other programs in the District and Region and the ways to accommodate their children's language needs.

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.

Professional Development is provided by school staff and the community learning support organization. Scaffolding and technology sessions, differentiation in the ELL classroom, ELL in the Social Studies and Math classrooms promote collaboration between content area and literacy teachers. Professional development is given through workshops offered by the CFN 207 network as well as the Central Educational Office at Tweed. This information is then shared during 7.5 hours of professional development meetings with the teachers whose students are serviced by the ESL teacher and all other teachers negaged in the CCLS. ESL teacher participates in monthly ESL liaison regional professional development meetings on a regular basis and then turns key on new strategies and requirements in the ESL prgram to create an inegrated curriculum with the mainstream classrooms. Such approach provides authentic contexts for the development of subject-specific genres and registers. The integrated program takes a functional approach to language and focuses teaching on language as the medium of learning rather than separate from content.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At P.S. 80 staff and the ESL department make sure that no parent of an ELL student is left behind or has little or no understanding of the procedures and events taking place at school since parent involvement is an indispensable part of their child's success. Parents participate in Open School events, PTA Meetings and workshops. In-house interpretation and translation services provide parents with instant access to information about their child's educational options. This makes parent involvement possible thus helping to increase parents' capacity to improve their child's achievements.

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.

n/a

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------|----------------------|-----------|-----------------|
| K. COX | Principal | | 1/1/01 |
| M. LOCKWOOD | Assistant Principal | | 1/1/01 |
| Ms. BYRD | Parent Coordinator | | 1/1/01 |
| N. LOBANOVA | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| K. LEUDESORFF | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **P.S. 80**

Cluster: _____ Network: **CFN207**

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.

At the time of registration, the students and their families are given HLS in their native language to identify what language the child speaks. To ensure that parents understand their choices offered in the District, the orientation meeting is held within the first ten days of their child's enrollment. At such meetings based on HLS information and informal interview the data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent needs language assistance to communicate with the school staff is collected and further applied in providing parents with all the information they need.

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.

At this point HLIS's indicate that there are seven ELLs at P.S. 80. The following languages are spoken by the ELLs' parents: Spanish, Arabic and Panjabi. These findings indicate that parents need all critical information pertaining to their child's education in their native language to provide their support and active involvement in their child's educational process. Language access is a key element in all parental communications. Parents are informed about translation and Interpretation services via the phone, fliers and posters placed at the front entrance. Translation services provide critical information for parents about their child's education, progress, concerns and other issues that bridge the school and the home of a student. They help support the No Child Left Behind (NCLB) requirement that schools communicate whenever feasible with parents in their home language. Translation services are provided to inform parents of upcoming events, school policy, and include translation of critical communications in the form of a letter, notice, flyer, consent form, translation of behavior code, and other essential documents that help parents understand how they can best assist their child to thrive and accomplish their short- and long term goals.

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 are provided in-house by school staff and parent volunteers. The following information is provided but not limited to ELL parents: entitlement to education, program selection and placement, standards and performance, conduct and discipline, safety and health, etc.

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.

The school provides the oral interpretation services at parent orientation meetings, during parent-teacher conferences, over-the-phone teacher-parent conferences, and during routine parent's visits. Interpretation services are provided by the in-school professionals and paraprofessional staff who speak an ELL parent's native language and can bridge communication between parents and staff. In-house interpretation and translation services provide parents with instant access to information about their child's educational options, make parent involvement feasible thus helping to increase parents' capacity to improve their child's achievement. The following services are interpreted in-house:

- ELL Parent workshop
- Explanation of a child's academic progress/failure and needs for further improvement
- Open school events
- Information about needs for supplementary services
- Active involvement of ELL parents in school activities
- Student admission/discharges
- Counseling and telephone communication..

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>.

Parents are provided with the Parent Bill of Rights, The Family Guide and Translation and Interpretation Guides distributed in multiple languages by the DOE at the beginning of each school year. In-house multilingual posters provide limited English proficient individuals with instructions on where to obtain interpretation or translation services.