



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** PUBLIC SCHOOL 21  
**DBN (i.e. 01M001):** 11X021  
**Principal:** MS. JOYCE COLEMAN  
**Principal Email:** JCOLEMA@SCHOOLS.NYC.GOV  
**Superintendent:** MS. ELIZABETH WHITE  
**Network Leader:** MR. BEN WAXMAN

### 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
Joyce Coleman	*Principal or Designee	
Nicole Manning	*UFT Chapter Leader or Designee	
Shanika Clemons	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jessica Lintz	Member/ Teacher	
Lauren Myers	Member/ Teacher	
Mary Whelan	Member/ Teacher	
Tina Connolly	Member/ Teacher	
Ronald Parker	Member/ Teacher	
Elizabeth Garcia Mae Brown Samantha Valentin Delia Burks Donna Ferguson Antonette Ebanks	Member/ Parent Member/ Parent Member/ Parent Member/ Parent Member/ Parent Member/ Parent	

\*\*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.

### School Information Sheet for 11X021

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	696	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	50	# SETSS	N/A	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	6	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.1%	% Attendance Rate			90.6%
% Free Lunch	84.5%	% Reduced Lunch			5.9%
% Limited English Proficient	4.6%	% Students with Disabilities			17.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			70.9%
% Hispanic or Latino	25.8%	% Asian or Native Hawaiian/Pacific Islander			2.1%
% White	0.5%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	10.28	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification			17.2%
% Teaching with Fewer Than 3 Years of Experience	8.6%	Average Teacher Absences			6.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	12.5%	Mathematics Performance at levels 3 & 4			13.0%
Science Performance at levels 3 & 4 (4th Grade)	75.8%	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		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

#### Accountability Status – High Schools

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

## SCEP Checklist

### ***All Schools***

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP						
<b>Describe the strengths of your school's 12-13 SCEP.</b>						
SCEP addressed school specific needs as per SED and DOE reviews						
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning						
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved						
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				Yes	x	No
<b>If all the goals were not accomplished, provide an explanation.</b>						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies						
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>				x	Yes	No

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

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

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

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

### Major Recommendation

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

School leaders support teacher development through frequent observation and feedback cycles that capture teachers' strengths, and next steps and improve instructional practices.

<b>Review Type:</b>	QR	<b>Year:</b>	2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	E
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### Tenet 2: School Leadership Practices and Decisions

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

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

### Annual Goal #1

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

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

### 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.

- **Strategies/activities that encompass the needs of identified subgroups**
  1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards:
  2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher.
  3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)
  4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress
- **Key personnel and other resources used to implement each strategy/activity**
  1. Principal, assistant principal, teachers
  2. Principal, assistant principal, teachers
  3. Principal, assistant principal, teachers
  4. Principal, assistant principal, teachers
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  6. By February, 2014 completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice
  7. Completion of individual professional development plan for each teacher
  8. Completion the initial review of student data and the development plans for improving individual student achievement
  9. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
- **Timeline for implementation and completion including start and end dates**
  1. September to February 2014
  2. September to November 2013
  3. September to November 2013
  4. September 2013 to May 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Time for professional development, per session and per diem
  2. Scheduled time during the school day for individual conferences with each teacher and an administrator
  3. Scheduled time during the school day for individual conferences with each teacher and an administrator

4. Scheduled time during the school day teacher observation and pre- and post conferences

**Budget and Resource Alignment**

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

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Strengthen school-wide curricula and tasks so that all students are consistently engaged in challenging, Common Core aligned academic tasks that empathize higher order thinking.									
<b>Review Type:</b>	QR	<b>Year:</b>	2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D		

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
<b>x</b>	<b>3.2 Enact curriculum</b>			<b>3.3 Units and lesson plans</b>					
	<b>3.4 Teacher collaboration</b>			<b>3.5 Use of data and action planning</b>					

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.									

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
1. The Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS									
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS									
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum									
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.									
5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study									
<b>B. Key personnel and other resources used to implement each strategy/activity</b>									
1. Data specialist, teachers									
2. Educational consultants, assistant principal, teachers									
3. Network instruction support staff, teacher teams									
4. Teachers, network achievement coaches and ELL specialist									

5. New teachers, principals, per diem and per session
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Completed data analysis for each student, observation of implementation of monthly professional development 2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS 3. Minutes of weekly planning sessions detailing planning time 4. Observation of implementation of the LASW protocol during teacher team planning time 5. High attendance of new teachers at voluntary principal meetings
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September to November 2013 2. Quarterly, October 2013 to May 2014 3. Monthly, October 2013 to April 2014 4. Weekly, October 2013 to June 2014 5. Twice-monthly October 30 February 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Per session for data analysis for after school meeting 2. Per session for after school and per diem for PD coverage 3. Scheduled time during the school day for common planning 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol 5. Meet and Eat meetings during teacher lunch periods for new teachers

**Budget and Resource Alignment**

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

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
The practice of assigning student learning tasks based on identified academic need is inconsistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement									
<b>Review Type:</b>	QR	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	E		

**Tenet 4: Teacher Practices and Decisions**

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

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students, including ELLs and SWD's, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.									

**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**

To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.
5. Saturday Academy available to all first through fifth grade students and ELL Afternoon Academy program.

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers
5. Administrators, Teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation
5. Improve student achievement in ELA and Math for all students including SWDs attending Saturday Academy as well as all ELLs

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

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014
5. January 2014 to April 2014

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

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions
5. Administrator, GE teacher, ESL teacher, data specialist

**Budget and Resource Alignment**

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

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

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

Few teachers, working with key sub-groups, such as Black, Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse

*Note the QR did not address Social emotional developmental Health*

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

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

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

#### **Annual Goal #4**

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

By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance 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. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school counselor to address absence and lateness
4. After school basketball program targeted at key sub-groups who are chronically absent and need behavioral support

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

1. Teacher, data specialist, administrative staff
2. Administrators, guidance counselor, Data specialist
3. Administrators, guidance counselor
4. Administrator, attendance teacher, data specialist, director of program

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students
4. Pre-planning meeting with director of the program, daily log-in sheet with schedule of activities for each session

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

1. September 2013-October 2013
2. September 2013-June 2014
3. September 2013-June 2014

4. January 2014-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. ATS and other attendance reports to be generated and analyzed
  2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
  3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
  4. Scheduled meetings with director and coaches to interpret data of chronically absent students

**Budget and Resource Alignment**

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

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

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

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

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

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

**Major Recommendation**

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

Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps

<b>Review Type:</b>	QR	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	E
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**Tenet 6: Family and Community Engagement**

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

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

**Annual Goal #5**

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

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

**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. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

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

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers

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

1. Completed Family outreach plan

2. Attendance at Parent Orientation/Family Night/Open House for Parents
  3. Parental attendance at parent offerings
  4. Parental attendance at Student recognition events
- D. Timeline for implementation and completion including start and end dates**
1. August-June, ongoing
  2. Fall, Spring
  3. Day time workshops, breakfasts, evening events
  4. Ongoing, September 2013-June 2013
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
  2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
  3. Parent coordinator's planning and hosting of parent offerings
  4. Staff attendance at Student recognition events

***Budget and Resource Alignment***

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

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

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	K & 1 – Kinder-vention, Award Reading, foundations, common core clinics 2&3 – award reading, foundations, common core clinics 4 & 5 – award reading, intervention works, Wilson	Small group and one to one	During the school day
<b>Mathematics</b>	Grades 2,3,4 – math triumphs, NY Coach, connecting math concepts	Small group and one to one	During the school day
<b>Science</b>	Use of Non-Fiction based text	Small group	During the school day
<b>Social Studies</b>	Use of Non-Fiction based text	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance counselor	One to one	During the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives</li> <li>• Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support</li> <li>• Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

**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.).
Our school addresses the needs of preschool children by aligning our curriculum to the new common core standards. In addition, we conduct numerous parent workshops revolving around the standards, math and ELA programs and how to help their child transition to kindergarten academically and socially.

**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.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>021</b>
School Name <b>Phillip H Sheridan</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Joyce Coleman</b>	Assistant Principal <b>Robert German</b>
Coach <b>Ms. J Burkoff, ELA Coach</b>	Coach <b>Ms. Jhana Harrison, Math Coach</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Ms. R. McKenna</b>
Teacher/Subject Area <b>Ms. M Whelan, ELA Intervention</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Martin (K Teacher)</b>	Parent Coordinator <b>Ms. N Salgado</b>
Related Service Provider <b>Ms. L Bryant, Speech Provider</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>705</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>5.82%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	4	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	37	0	2	4	0	3	0	0	0	41
Total	37	0	2	4	0	3	0	0	0	41

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	7	6	5	2	4								31
Chinese		1	1	1										3
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		2								3
<b>TOTAL</b>	9	8	9	7	2	6	0	0	0	0	0	0	0	41

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	2	3	1	1								14

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)	4	2	5	4		5								20
Advanced (A)	1	3	2		1									7
Total	9	8	9	7	2	6	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	2	1			3
5	4				4
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	1								1
4	3								3
5	4								4
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.  
The 100 Book Challenge has been found to be a successful assessment tool for early literacy skills in reading and has now been implemented school-wide, IRLA, and SchoolPace (online).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data pattern across proficiency levels on the NYSESLAT indicate a general shift toward proficiency as children reach the fifth grade, with most students making a gain of at least one proficiency level per year. Last year six students tested out of the program. Of our eight ELLs who were administered the LAB-R this year, six were beginners and two scored at the advanced level. Seven of the eight were kindergartners and one was a fifth grader
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](#))  
In past years, the reading and writing modalities have proven to be the biggest challenges for our ELLs. Even our absolute newcomers have progressed significantly in the listening and speaking modalities. Instruction in reading and writing is therefore emphasized. Instruction is scaffolded, through the use of the native language, realia, visual representations. Children learn how to sequence, draft, and edit a narrative. The hundred Book Challenge allows ELLs to find their correct reading level so that reading becomes fun and easy. Newcomers are allowed to add books from the bilingual library to their book selections. All the members of our LAP team, including the principal, assistant principal, guidance counselors, teachers of ELLs, and the parent coordinator are involved in the decision making process with regard to instruction.
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?

4a Overall there is a shift towards proficiency in all modalities as students progress through the grades. Last year we had three students in first grade and one in third grade reach proficiency. Reading and writing are clearly the areas that ELLs find most challenging and our students have made significant progress in these areas. We have fourteen students at advanced levels, six at intermediate, and ten at beginning levels. Ms Sheehan is responsible for assisting the lowest performing ELLs in the lower grades, and Ms Whelan works with the upper grades.(2)We do not have native language assessments apart from the Spanish LAB which is administered once upon entering the school system for the first time.

4b At P.S. 21 we use DYO assessment system and therefore do not use periodic assessments. DYO is administered in English.

4c Native language is used to scaffold vocabulary development and comprehension when appropriate. Spanish speaking students are also administered the Spanish LAB upon entering the school system . Students are given a percentile score which helps in determining and highlighting learning disabilities.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
Our school uses multiple sources of data to inform instruction to our ELL students. We use our IRLA baseline assessment to determine the reading level of our ELL's as well as our Go Math baseline assessment and determine whether they should receive Tier 2 or Tier 3 instruction. We give our students tier 2 and tier 3 instruction in 6 week cycles and have our service providers report weekly on the progress the ELL students are making.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure that a child's second language is considered in all instructional decisions by having the ESL teacher meet with classroom teachers during grade meetings. The child's second language development is discussed
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 success of the ELL program is measured both quantitatively and qualitatively. This ranges from the formal assessments administered by the State to parent discourse that is passed on through the Parent teacher Association. By analysing monthly assesment data, and NYSESLAT, ELA, and content area test results, we are able to determine the academic success of our ELLs. Since last year one class per grade(2-) is designated as an enrichment class. Two of our ELLs are in such classes.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At registration, parents or guardians of children who enter a New York City Public School must first complete Home Language Identification Survey (HLIS), and an oral interview is given in English or the native language. If the child is transferring from another public school, their testing history and transfer folder are viewed. The ESL Teacher reviews the HLIS. Ms Vasquez(secretary) Nilsa Salgado(parent teacher coordinator translate in Spanish when needed. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, children are flagged. The ESL teacher then administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher, with the assistance of our school's bilingual parent coordinator, Nilsa Salgado, also conduct an informal oral interview in English and in the Native Language, to determine if the child is eligible for the LAB-R assessment. If the student is unable to understand more than three question is English, the English Lab-R is stopped and the Lab-R is then administered in Spanish. The Lab-R is scored and reviewed and students who score below the grade specific benchmark are identified to be ELLs. The Language Allocation Team at P.S. 21 then works together to determine the correct placement for each individual student. In the spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). We cross reference the ATS reports ,RLAT, RLER,RNMR, and RPEX, to ensure that all eligible students are administered the NYSESLAT. Eligible students who are absent for the initial test are allowed to make up within the specified timeframe. In September the language allocation team, Mr German, our Assistant Principal and our ESL teacher, Mr. Chaston, work together to realign our ESL program to meet the needs of our English language learners.
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.  
If the student is identified as an ELL, parents/ guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. The ESL Teacher along with Ms Salgado, Parent Teacher Coordinator, who speaks Spanish, conduct the Parent Orientation. In September parents/ guardians attend the orientation session, where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ESL, are explained orally and in writing to the parents/ guardians. Support programs available for ELLs; after school, Saturday school and summer school, are also discussed at the orientation. The Parent Survey and Program Selection Form are completed and returned to the school after the parent/guardian attends the Parent Orientation. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation are spoken to at dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated.
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 [\[see tool kit\]](#).)  
Parents/ guardians, who didn't attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing. Papers are sent home with their child, with an explanation of the three programs in their native

language. If parent/ guardian still hasn't returned the Parent Survey and Program Selection Form after three days, a phone call is made and the parent/ guardian is asked to come into school. As a last resort, if the parent/ guardian still hasn't responded the child is placed in our Freestanding ESL Program and a letter is sent home. Once Parent Survey and Parent Selection Forms are returned the ESL Teacher, they are kept on file. Transitional bilingual education program is the default program if parents do not attend an orientation and complete a selection form.

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.

An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language, in the same

grade(s) in the school. The options to select a dual language program, a transitional bilingual class or a freestanding English as a Second Language program are discussed during the orientation, in a parent's native language. Historically, more than 90% of parents at PS 21 select a freestanding ESL program. For those that prefer a bilingual program, they are given the option of transferring to a nearby elementary school that offers a bilingual program. We keep a tally of requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated. ESL teacher and Ms Salgado, who speaks Spanish, explain this at the Parent Orientation session.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We assign someone other than the student's teacher to administer and simultaneously score the speaking subtest. For the writing subtest, all of the student responses to the constructed response questions will be scored by a few teachers.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

After reviewing the Parent Survey and Program Selection forms for the past few years, parent surveys indicate that the overwhelming majority of parents select Freestanding English as a Second Language program, rather than dual language or bilingual transitional programs, as their first choice. Last year, two parents requested bilingual and the one requested dual language programs. Parents are aware that they are given a choice, and are notified about the various programs available throughout the city. This year, of our nine new ELLs, seven requested ESL as the first choice, one chose bilingual, and one chose dual language.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
  - a. The pull-out ESL program is organized to service ELLs in groups respective of their grade level. This organization facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the pull-out ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and the sheltered instruction approach. These approaches are supported with a variety of technological approaches (computers, personal audio recorders etc...).
  - b. P.S. 21 has heterogeneously grouped classes in grades K-5. However, our ESL groups are arranged according to proficiency level and grade level, as best as possible within scheduling constraints. The student's proficiency levels are based on the LAB-R and NYSESLAT results. The ESL teacher pulls students from various classes for 45-50-minute periods everyday. The E.S.L. teacher works with the classroom teacher to focus on specific skills or topics the child may be having difficulty with. This includes aspects writer's workshop, and it may also be scheduled around specific units in social studies and science. Teachers work with students in guided lessons, introducing vocabulary, building background knowledge, exploring words and word solving strategies and developing fluency and comprehension.
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)?
    - a. In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, P.S.21's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students who tested at the advanced level of proficiency will receive 180 minutes of both ESL and ELA instruction separately. In addition, intervention staff works with targeted groups of English language learners to support their work in reading, writing and word study. Each Teacher has a set program to appropriately provide the quantity and highest quality of instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL Teacher, Classroom Teachers, and Intervention Teachers plan together. ESL Teachers support vocabulary, sentence structure, word study, and phonemic awareness in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, multi-cultural and literature rich classroom libraries in English (with texts available in the native language as well), lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day, charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing and math, science and social studies. In the ESL program Native language support is provided by the ESL teacher. By translating and explaining key content words in context when necessary, and the use of Spanish math text books and a bilingual library, the ESL teacher can scaffold student learning students. The ESL teacher has basic skills in Spanish and French and enlists the help of other staff members with further fluency when need be. In the cases of more obscure languages such as Wolof we use outside interpretation services to assist with communication. Our math program Everyday Math has a Spanish component, including workbooks, homelinks, and reference books in Spanish. We also use the SuccessMaker software program which has a Spanish math component.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At the beginning of each school year, each teacher receives a list of their English Language learners, which designates their level of

language acquisition (beginner, intermediate and advanced).

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We ensure that our ELLs are appropriately evaluated in all four modalities by making sure that their Performance Based Assessments and end of unit exams have different entry points in which the student can be evaluated.

6. How do you differentiate instruction for ELL subgroups?

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

a. Our plan for students with interrupted Formal Education (SIFEs), provides after school and Saturday intervention programs to support additional academic enrichment.

b Like SIFE students, newcomers receive daily instruction using approaches such as Total Physical Response . A wide range of materials will be used to support students.

c Long term ELLs are identified according to their specific needs. Individual Education Plans are tailored to focus on academic success. In recent years our long term ELLs have shown that reading and writing are the areas in need of most support . Therefore we focus on the following skills:

- Vocabulary development, including the use of cognates, suffixes, and prefixes.
- Text organization
- Use of context clues to support comprehension
- Integrating Language skills with subject content matter

d At this time we do not have any ELLs who have completed 6 years. Should that be the case we would identify the student’s needs according to classroom assessments, including IRLA, School Pace, and Standard Meeting rubrics. Instruction is then differentiated through the use of high context materials, small groups, and pull out interventions.

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

Teachers of ELLs differentiate instruction for ELLs,through small group instruction, high context and academically rigorous texts(of Common Core Libraries), and technology. Teachers of SWDs use the Triumph Learning series Write It Out and WorkOut. Many classrooms have Smartboards and several computers have SuccessMaker software. SuccessMaker includes programs in Spanish, aswell as the Discover English program for newcomers. The school ensures that ELL-SWDs whose IEP mandates bilingual instruction are assigned an alternate placement para professional.

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?

We maximize the time spent with students by coordinating with the prep schedule and other service providers. The pacing of the curriculum is adjusted to suit the needs of the students

### Courses Taught in Languages Other than English

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

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

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

### 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

Science:				

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

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

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

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

### Native Language Usage and Supports

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



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

**B. Programming and Scheduling Information--Continued**

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

Targeted intervention for ELLs is offered in math and English Language Arts. For ELA Ms Whelan takes students in small groups of up to five for one 45min period five times a week. She uses the Intervention Works program and focuses on literacy skills. Areas of focus include comprehension skills, characterization, and academic vocabulary. For math, Ms Connolly takes students in groups of up to six for AIS math, for one 45min period, four times per week.

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

Our current ELA and Math curriculum, Ready Gen and Go Math, are meeting the needs of our ELL students in both content and language development. Our ELA curriculum integrated Social Studies and Science into every lesson with strategies on meeting the needs of ELL in language development. Our ESL teacher, Ms. Thompson, meets with grade level teams on a weekly basis to plan lessons that help her support her ELLs during small group instruction.

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

This year we are planning to have an after school program for ELL students in grades two through five. Twenty nine current ELLs and four former ELLs are eligible. This program is also targeting former ELLs. Students will attend three times per week for one hour. They will focus on the four modalities, speaking, listening, reading, and writing.

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

Due to reduced allotment of Title III funds, and, depending on our investment in Imagine Learning, it may not be possible to continue the film club as well as adult ESL program.

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

Ells are encouraged to participate in all extracurricular and after school programs. This includes our after school film making club. Students write, film, perform and edit their own short films. Mr. Chaston, the E.S.L. teacher, is also the P.S.21 Cheetahs track and field coach, and gives ELLs special priority when selecting the team. Last year The Cheetahs were the Bronx Champions and six members of the team were ELLs.

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

The school has purchased Smart boards for most of the classrooms, which are used to supplement content area instruction by adding video and audio support. Several Classrooms, including the E.S.L classroom, use the SuccessMaker program. The program monitors and adapts to the students strengths and weaknesses. It also gives some content instruction in Spanish.

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

The E.S.L. program provides native language support is by using a Spanish and bilingual library. The SuccessMaker software program also provides content area in Spanish. Many of our faculty members, including, administrators, teachers, paraprofessionals, and school aides, are fluent Spanish speakers. Ms Martin, a first grade teacher has a bilingual license. Newcomers in first grade are placed in Ms Martin's class. The E.S.L. teacher, Mr. Chaston uses basic Spanish and French to communicate and scaffold learning where appropriate. We encourage parents to continue to nurture the home language to broaden conceptual knowledge thereby assisting language acquisition.

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

Ells are grouped according to grade and proficiency levels. Ms Whelan and Ms Connolly implement The RTI program for grades 3,4, and 5, while Ms Sheehan works with the lower grades. The RTI math program comprises of a baseline assessment administered by the classroom teacher. Low performing students are then administered an item skills analysis using Ladders to Success, which is grade specific. After a 6-8 week period, should students require further intervention, they receive instruction with grade specific materials in groups of 2-3. For ELA, students are initially assessed using IRLA. If interventions are required Ms Whelan uses the grade specific Intervention Works materials for a 6-8 week period. If further interventions are still required, students receive Wilson, which is primarily a phonics program.

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.

This year we offered a summer program (Literacy Enrichment through the Arts) to introduce newly arrived students to the school. The program ran for six weeks, parallel to summer school, and was run by one teacher from our school (Ms Jones) and another teacher

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

1. All ELL personnel are encouraged to participate in professional development offered by the Office of English Language Learners. This year all teachers, guidance counselors, paraprofessionals, and administrative staff will be participating in Response to Intervention (RTI) professional development. This program aims at addressing the imbalance in the number of ELLs referred to Special Ed. This year we will offer QTEL to our teachers of ELLs and administrators. Mr Chaston, our ESL teacher, will turnkey information from specific professional development sessions to the rest of our faculty.

2. Our teachers have attended network professional development sessions based in SIOP, RTI and the common core learning standards.

3. Ms R. McKenna, guidance counselor begins meeting with all students moving to middle school individually in September. She briefs the students of their options and notifies them of the middle school fair. In November Ms McKenna holds parent workshops and explains the various school types and options (zoned schools vs. choice schools, charters etc.) This year Ms McKenna will hold a separate meeting for parents of ELLs, which will be co-hosted by at least one Spanish speaking teacher or administrator. She then guides students through the auditions and appeals process when applicable. Ms McKenna also creates and distributes a brochure to further assist students and parents in making their best choice.

4. The administration reviews all teachers licenses to ensure that all teachers have this minimum requirement.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. In recent years we have initiated trips specifically for ELLs and their parents to the Big Apple Circus, Rockefeller Ice Skating Rink, Macys Christmas Show, and Jones Beach. In general, parental involvement is increasing with a more active role for the PTA. We have had a great response from parents with regard to starting the new adult ESL class. The class will take place again this year, twice weekly after school and will be taught by Ms Hazen. Ms Hazen is an experienced ESL teacher of adults, having taught not only in our school but community college, also. The school also has various other community building activities such as the father/daughter dance, Saturday movie matinee and Bring-a-Dish day. For the past two years the school has held a PBIS fair with a select group of parents volunteering to help. This year we plan to continue and expand on this successful endeavor.
  2. The school works closely with the Mosholu Montefiore Organization to implement our after school program.
  3. The needs of parents are assessed using a parent survey created by Mr German, our assistant principal. The survey is distributed by Ms Salgado, our parent coordinator, in English and Spanish. It is a two page survey and focuses on instruction, communication, and school environment. Further parent feedback is mainly during parent/teacher conferences and community activities instigated by the parent/teacher coordinator and the PTA.
  4. This year we plan to continue the adult ESL program taught by Ms Hazen. As many of our parents of ELLs are ELLs themselves, this will help parents understand the work their children are being assigned in the classroom and for homework. Encouraging parents to participate in events that highlight their own culture builds confidence and stronger bonds with the school.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: Public School 21**

**School DBN: 11X021**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Coleman	Principal		1/9/14
Robert German	Assistant Principal		1/9/14
Nilsa Salgado	Parent Coordinator		1/9/14
Joan Thompson	ESL Teacher		1/9/14
	Parent		1/9/14
Josefina Martin	Teacher/Subject Area		1/9/14
	Teacher/Subject Area		1/9/14
Joann Burkoff	Coach		1/9/14
Jhana Harrison	Coach		1/9/14
Rosemary McKenna	Guidance Counselor		1/9/14
Ben Waxman	Network Leader		1/9/14
	Other		1/9/14

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

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

DBN: **11X021** School Name: **The Phillip H Sheridan School**

Cluster: **5** Network: **534**

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

**Part A: Needs Assessment Findings**

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

Upon registration parents complete The Home Language Survey(HLIS). This survey indicates the language most frequently used in the home and the language in which the parents/guardians wish to communicate with the staff at P.S.21

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.

The information regarding Home Language is determined using ATS. The parent coordinator also disseminates a parents needs survey at the beginning of the year. Over 90% of parents at P.S.21 choose to communicate in English, 4% Spanish, 1% French, 1% Mandarin. At P.S.21 we have many educators, para professionals, and administrators who speak Spanish( including our Assistant principal and the parent coordinator). We also have two staff members able to communicate in French. For standard documentation we use DOE translation forms. In the case of Mandarin speakers we use the DOE interpretation services

## Part B: Strategies and Activities

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

The School will provide Spanish bilingual versions of all parent letters and flyers . Translation services will be provided in-house by school staff for parents who require Spanish . Outside services will be used, as required, for other languages(French, Fulani Wolof).

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.

Spanish and French, and Wolof oral interpretation services will be provided, when required, at all parent-teacher conferences, parent meetings, workshops, orientations, and PA meetings.They will be provided in-house by school staff. Low incidence languages will be provided by outside services or parent volunteers.

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>.

Written and oral interpretation services will be provided at all parent meetings, workshops, Parent/Teacher conferences, and curriculum nights. P.S.21 staff will ensure that parents are given a Parents' Bill of Rights and Responsibilities in their appropriate language when possible.The Parent,s Bill of Rights and Responsibilities is posted in the main office and the PA noticeboard

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">The Philip Sheridan School</a>	DBN: <a href="#">11X021</a>
Cluster Leader: <a href="#">Deborah Maldonado</a>	Network Leader: <a href="#">Ben Waxman</a>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 21 is an elementary school located in the Williamsbridge neighborhood in the Bronx. It is a Kindergarten through fifth grade school with a student population of eight hundred and sixteen students.

Based on parent choice, all entitled ELLs receive Freestanding ESL services. Based on the NYSESLAT results and AMAO data analysis, our students need additional supplementary support in the areas of reading, listening and writing skills.

Grade K: 7 students

Grade 1: 7 students

Grade 2: 2 students

Grade 3: 3 students

Grade 4: 10 students

Grade 5: 5 students

This year we will be focusing on technology in our Title III with an After School program for ELLs from grades K-5.

The program will run from November 2012 till April 2013. Students will receive instruction twice a week, on Tuesdays and Wednesdays for one hour. One fully certified E.S.L. teacher and one common branch teacher (with TESOL credits) will provide instruction for the after school Imagine Learning technology program. Students will be grouped according to grade level.

The afterschool program will use Imagine Learning Software. The program uses Internet based multimedia to teach students to speak and read English. Students initially receive instruction on how to use the program, and then continue to practice the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension, independently. Teachers are responsible for monitoring, assisting, and providing feedback to the students. When needed the program also provides strategic first language support in 13 languages. Students will receive one to one instruction to address their linguistic and cognitive needs. Teachers will keep records of students' progress and shared with classroom teachers to ensure continuity. Parents will also be provided with reports in their language explaining their child's progress and how they can provide home support

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Teachers involved with the after school program need to be trained in how to implement the Imagine Learning program to best suit the needs of our students.

There will be two training sessions, lasting four hours each. Training sessions will take place on December 4<sup>th</sup> and March 5<sup>th</sup>. They will be attended by the Assistant Principal applicable to the grade, the E.S.L. Teacher, and Ms Coleman, the principal.

Mr. Chaston (the E.S.L. teacher), and Ms Hazen( a third grade classroom teacher with E.S.L teaching credits and experience), will receive training. The training will provide the teachers with the skills needed to implement the program and monitor the progress of students. Hands-on experience with the software and a tutorial of the program's scope and sequence give instructors the necessary skills to tailor the program and differentiate in order to meet the needs of individual students. The content of the PD is: Overview of Imagine Learning - this will be an in depth overview of what Imagine learning offers to teachers and students. The main topics of this segment will be activity overview, Imagine Manager Training - administrators will learn how to use the activity menu, set up student licenses, learn what the pre-assessment looks like, and the Imagine Rewards program for teachers, and Q and A.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be invited to the Imagine Learning workshop at the beginning of the year, where they will have the opportunity to use the program themselves, alongside their children. Also, at the beginning of the year, parents receive a letter (in their preferred language) outlining the goals, methods, and requirements of the program. The letter will identify ways in which parents can assist in their child's educational goals. Parents will receive Imagine Learning progress reports from the school at least 3 times a year. Reports include assessment data and home connections. The program provides individual student data reports and differentiated supplemental activities in English and Spanish, as well as the other most common first languages of our students.

**Part E: Budget**

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

Allocation Amount: \$

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