



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** WILLIAM LLOYD GARRISON  
**DBN (i.e. 01M001):** 07X031  
**Principal:** JAYNE HUNNEWELL  
**Principal Email:** JHUNNEW@SCHOOLS.NYC.GOV  
**Superintendent:** YOLANDA TORRES  
**Network Leader:** ROXAN MARKS

### 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
Jayne Hunnewell	*Principal or Designee	
William Woodruff	*UFT Chapter Leader or Designee	
Naimah Muhammed	*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	
Linda Mitchell	Member/ Elected UFT	
Farah Doorga Gunraj	Member/ Elected UFT	
Yvette Davis	Member/ Elected UFT	
Jackie Cherry	Member/ Elected UFT	
Merry Hendrix	Member/ Elected UFT	
Mary Goff	Member/ Elected DC-37	
Lynda Calo	Member/ Elected Parent	
Brenda Lawrence	Member/ Elected Parent	
Mari Cruz	Member/ Elected Parent	
Sorelly Aybar	Member/ Elected Parent	
Diana Cruz	Member/ Elected Parent	
	Member/	
	Member/	
	Member/	

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

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

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

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

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

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

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

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

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

## SCEP Checklist

### All Schools

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

### School Information Sheet for 07X031

School Configuration (2013-14)					
<b>Grade Configuration</b>	PK,0K,01,02,03,04,05,06,07,08	<b>Total Enrollment</b>	681	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	N/A	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	15
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	18	<b># Music</b>	12	<b># Drama</b>	N/A
<b># Foreign Language</b>	N/A	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	84.5%	<b>% Attendance Rate</b>			91.1%
<b>% Free Lunch</b>	92.5%	<b>% Reduced Lunch</b>			3.8%
<b>% Limited English Proficient</b>	11.8%	<b>% Students with Disabilities</b>			20.3%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.5%	<b>% Black or African American</b>			24.1%
<b>% Hispanic or Latino</b>	72.2%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			2.1%
<b>% White</b>	1.0%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	0.67	<b># of Assistant Principals</b>			2
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			2
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			16.9%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	7.6%	<b>Average Teacher Absences</b>			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	10.6%	<b>Mathematics Performance at levels 3 &amp; 4</b>			10.9%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	81.1%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			32.9%
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school’s 12-13 SCEP.</b>			
Specific focus and rationale for creating the systems to hold teachers and school leaders accountable for assessing and monitoring student progress: school leaders receiving on-going support with the TEP talent coach, for relevant and quality timely feedback to teachers with frequent observations. In turn, teachers receiving on-going support with professional development, for relevant and quality timely feedback to the students.			
<b>Describe the areas for improvement in your school’s 12-13 SCEP.</b>			
<ul style="list-style-type: none"> <li>▪ PBIS had a late start in the school year therefore the PBIS team was unable to complete a few of the components of the articulation of the PBIS framework , however the ground work for staff buy-in of the concept was successfully completed. The key components of the framework were embraced by the staff and had a positive impact on the school culture being primed for change. This is an important feat.</li> </ul>			
<b>Describe the barriers and challenges encountered while developing and implementing your school’s 12-13 SCEP.</b>			
Challenges:			
<ul style="list-style-type: none"> <li>▪ School leaders developing time management systems to complete all of the teacher observations (6), prepare for the mid-year and end-year teacher conversations and provide timely feedback (including entering the observations in the on-line module).</li> <li>▪ Creating curriculum maps aligned to the common core with the existing available resources to ensure sufficient rigorous tasks. Also ensuring that the teachers’ understanding of rigor was normed and calibrated with the school leaders’ understanding of rigor.</li> </ul>			
<b>Describe the degree to which your school’s 12-13 SCEP was successfully implemented.</b>			
School progress report showed an increase in student progress from a ‘D’ to a ‘B’ for the 2012-2013 school year. That translates to the school reaching a 75% benchmark of the school’s peer group for ELA, lowest 1/3 ELA, lowest 1/3 Math, except in Math; the progress was 2% lower than needed to meet the 75% peer group benchmark.			
<b>Were all the goals within your school’s 12-13 SCEP accomplished?</b>	X	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	<b>Yes</b>	<b>No</b>

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

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school’s 13-14 SCEP.</b>			
<ul style="list-style-type: none"> <li>▪ Challenge - Maintaining the level of student progress from last year while working to increase the number of students showing improved progress especially in our sub-group populations and simultaneously train/ support our new teachers, who did not receive our school’s teacher training using the Danielson framework to measure and improve teaching and learning.</li> </ul>			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
FOR ELA			
<ul style="list-style-type: none"> <li>▪ ELL – 65% reach the 75% growth percentile or higher</li> <li>▪ Lowest 1/3 citywide – 70% reach 75% growth percentile or higher</li> <li>▪ Self –contained, SETSS, ICT – 75% reach 75% growth percentile or higher</li> </ul>			

FOR MATH

- ELL – 40% reach the 75% growth percentile or higher
- Lowest 1/3 citywide – 50% reach 75% growth percentile or higher
- Self-contained, SETSS, ICT – 60% reach 75% growth percentile or higher

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

PLC (professional learning community) meetings, Memos, Weekly staff newsletter, Monthly staff meetings, Classroom visits, One-to-one meetings with teams or individual teachers, and workshops

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

If we provide teacher development to improve instruction, then we will have a specified course of teacher training and feedback with next steps for teachers to be able to monitor and measure their growth and effectiveness.

And if teachers participate in inter-class visitations, receive one-to-one and group training enabling them to share their successes and challenges with the consultants, the coach, and each other, and then they will be able to improve their pedagogical practices.

And if school leaders support teacher development by participating in the planning of lessons/units, looking at student work for gaps in learning, and conducting frequent classroom visits, providing actionable feedback to improve instruction, then teachers will be able to effectively provide the next steps for the students to improve.

And if the teachers incorporate these successful practices for teaching then the students will benefit from more effective teaching.

And then student learning will increase.

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

- Weekly PLC meetings for teacher development and planning
- Monthly training at staff meetings
- Calendared periods for teachers to receive one-to-one development from school leaders, consultants, SESIS specialist, and the coach
- Monitoring student progress using a diagnostic tool for ELA and Math and student work products including Engradepro (for all content areas)
- Frequent monitoring of teacher progress using Advance
- Frequent classroom visits with timely feedback and follow up visits to the feedback

Frequent meetings with the consultants and the coach to plan, and to analyze teacher progress and then determine the next steps

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

- Each goal has coherent components that support the end goal, student progress:
  - School leaders accountability by implementation and maintenance of specific systems and structures to support teacher development and monitor student progress
  - Student accountability for their learning through effectively developed curriculum maps
  - Teacher and student accountability for teaching and learning through self- reflection and constructive feedback
  - School community accountability for supporting a positive school culture that supports and echoes the learning expectations which span across students' academic development as well as their social and emotional development

School families' accountability by participating in reciprocal communications with the school for student development

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

- Buy-in from the school stakeholders, who participated in the development of components of the plan
- School leaders' vision which included data from the staff articulation of their needs, observations of the staff, conversations with the staff, and the school survey report 2012-2013, was effectively communicated to the staff
- School participation in the TEP (Teacher Effectiveness Program) for school leaders and teacher development using the Danielson framework for effective teaching 2012-2013 school year
- School leaders supported monthly with visits and assistance from the Network's Advance coach for MOTP teacher

evaluations

- PBIS team is fully operable and has the staff buy-in for the management of the framework
- Network support with school leader professional development
- Literacy coach, SESIS specialist, and math consultant are in collaboration with teacher development systems and structures to deliver the school leaders' objectives

## 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).

NYCDOE Quality Review Summary Feedback Form, 2012-2013, pg.4 “Improve teaching practices to ensure that all students receive instruction that consistently offers them multiple entry points into challenging lessons, resulting

<b>Review Type:</b> QR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 4	<b>HEDI Rating:</b> D
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### **Tenet 2: School Leadership Practices and Decisions**

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

<b>2.2 School leader’s vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</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 the end of June 2014, the school would have improved the system for supervising and supporting teacher development using the 2013 Danielson Framework. This will result in a 20% increase of teachers rated effective or highly effective in competency 3b and a 13% increase of teachers rated effective or highly effective in competency 3c.

### **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 leaders participate in monthly Job-Embedded Support visits with the Network Talent Coach for implementation of Advance and MOTP (measure of teaching practices) to strengthen school leaders’ capacity to effectively evaluate and support teacher development.
    - School leaders support teachers with frequent classroom observations and actionable feedback.
    - School leaders begin to collect and evaluate teacher artifacts
  2.
 

Professional development and weekly Professional Learning Communities (PLC) will assist teacher teams to further their understanding of the Danielson Framework and improve their best practices. Teachers will learn how to:

    - Planning daily lessons
    - Develop questions to promote deeper student thinking
    - Analyze student work for gaps in learning
    - Develop multiple entry points in their lessons to meet student individual needs
    - Use materials and resources to improve student engagement
  3.
 

School leaders will create a team of appropriate stake holders to create a QIP team (quality improvement plan) work with the SESIS point person to develop and implement change and monitor the progress of our students with disabilities!

- **Key personnel and other resources used to implement each strategy/activity**
1.
 

Network Advance Talent Coach – Cherise Black

Network Leader – Roxan Marks

2.

School Leaders – Jayne Hunnewell, Katina Yesnick and Diedra Thomas

RSE- TASC special education school improvement specialist (SE SIS) - Geraldine Hunter

Math consultant – Tim Ryan

Teacher Development consultant – Diana Alpert

Literacy Coach – Liz Pascale-Kent

3.

Network Leader – Roxan Marks

School Leaders – Jayne Hunnewell, Katina Yesnick and Diedra Thomas

RSE- TASC special education school improvement specialist (SE SIS) - Geraldine Hunter

QIP team members – School leaders, Farah Gunraj (ICT teacher 1<sup>st</sup> grade), Kelly Brusco (IEP Teacher

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

1.

- School leaders will monitor the Advance MOTP on-line teacher evaluation system monthly
- School leaders will participate in monthly meetings with the Advance Talent Coach
- School leaders will follow a monthly schedule of informal observations and provide teachers timely and actionable feedback

2.

- School leaders will monitor:
  - Teacher team agendas collected monthly
  - Coach and consultant logs collected monthly
  - HEDI ratings form informal observation reviewed monthly
  - Monthly collection and review of teacher (including AIS and SETTS providers) analysis of student
  - Monitor lesson plans bi-monthly

3.

- School leaders will review:

- QIP team agendas monthly
- HEDI teacher ratings monthly
- Teacher analysis of student work collected and reviewed every two months
- Students' IEP progress reports reviewed four times a school year

▪ **Timeline for implementation and completion including start and end dates**

September – December	January – March	April - June
<p>1.</p> <ul style="list-style-type: none"> <li>-Begin to collect and evaluate teacher artifacts: on-going monthly</li> <li>-Monthly meetings with the Advance Talent Coach</li> <li>-Begin monthly calendar for teacher observations</li> <li>-Upload teacher observation evaluations in to Advance</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze teacher Advance evaluations, artifacts for mid-year teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Final collection and review of teacher artifacts due by April</li> <li>-Final teacher observation due by June 6<sup>th</sup></li> <li>-End-of-year teacher evaluations by June 20<sup>th</sup></li> </ul>
<p>2.</p> <ul style="list-style-type: none"> <li>- Monitor lesson plans 8 times during this time frame</li> <li>-Collect teacher team agendas monthly</li> <li>-Collect consultant logs monthly</li> <li>-Review HEDI teacher ratings monthly</li> <li>- Teacher analysis of student work collected in Oct. and Dec.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor lesson plans 6 times during this time frame</li> <li>- Teacher analysis of student work collected in Feb and April</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor lesson plans 6 times during this time frame</li> <li>-Final collection of teacher team agendas</li> <li>-Final collection of consultant logs</li> <li>-Final review of HEDI ratings</li> <li>- Teacher analysis of student work collected in May and June and reflection</li> </ul>

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

1.
  - Advance Coach is network supported
2.
  - AIS service providers data analysis: 6 teachers x 7 hours
  - SETTS service providers data analysis: 6 teachers x 14 hours
  - IEP quality review: 1 teacher x 14 hours
  - IEP preparation: 10 teachers x 14 hours
  - Math consultant (45 days) Title I funded
  - Teacher Professional Development: 15 teachers x 3 hours
  - Teacher development consultant (48 days)
3.
  - SEGIS specialist – network supported

**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>
List any additional fund sources your school is using to support the instructional goal below.											
X Priority/Focus Funds											
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>X</b>	<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>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).											
NYCDOE Quality Review – "Revisit the alignment of the curricula with key standards to ensure that there is coherence and consistent evidence of rigorous tasks across all content areas to promote higher order thinking for all learners"											
<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<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>3.2 Enact curriculum</b>			<b>X</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 curriculum maps and customize rigorous common core aligned units of study and tasks to meet the needs of their students in ELA and Math. This will result in a 14% increase of the number of students reaching the average proficiency level of 60% of the school's peer group from the 2012-2013 progress report.											

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
1.											
<ul style="list-style-type: none"> <li>• Teachers will utilize the New York State tri-state quality review document as a planning template for the curriculum maps. <ul style="list-style-type: none"> <li>- Teachers will develop curriculum maps and revise existing units when applicable</li> <li>- Service providers will use the map(s) to align their student lessons</li> </ul> </li> </ul>											
2.											
<ul style="list-style-type: none"> <li>• Teachers will receive support from the literacy coach, the math consultant, the teacher development consultant, the SESIS specialist for individualized professional development meetings to discuss: <ul style="list-style-type: none"> <li>- Monthly scheduled teacher inter-class visitations and debriefs/feedback</li> <li>- Teacher mapping and planning needs</li> <li>- Individual instructional needs</li> </ul> </li> </ul>											

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

1.

- School leaders (Jayne Hunnewell, Katina Yesnick, Diedra Thomas)
- Teachers
- Literacy coach (Liz Pascale-Kent)
- Math consultant (Tim Ryan) and teacher development consultant (Diana Alpert)
- SESIS specialist (Geraldine Hunter)
- On-line resources: IXL, I-Ready (ELA and Math)
- Teacher per session for curriculum mapping

2.

- Literacy Coach (Liz Pascale-Kent)
- Math Consultant (Tim Ryan) and teacher development consultant (Diana Albert)
- SESIS specialist (Geraldine Hunter)
- School leaders (Jayne Hunnewell, Katina Yesnick, Diedra Thomas)

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

1.

- School leaders will monitor curriculum maps monthly
- School leaders will monitor service providers' lesson plans monthly

2.

- School leaders will monitor inter-class visitations every two months
- School leaders will monitor debrief logs monthly

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

	September – December	January – March	April - June
1.	<ul style="list-style-type: none"> <li>- Teacher teams being the curriculum mapping monthly</li> <li>- PLC weekly meetings until mid-June</li> <li>- Service providers use curriculum maps beginning October 1<sup>st</sup> until June 28<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum mapping continues monthly</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum mapping ends by May 30<sup>th</sup></li> <li>- Reflection of curriculum maps for next school year</li> </ul>

2. - Inter-class visitations begin November each month - One-to-one teacher development meetings begin October until April with math and teacher development consultant and with the SESIS specialist – until May		- Inter-class visitations end May 15 <sup>th</sup>
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**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Curriculum mapping 15 teachers x 1 hour X 8 sessions
2.
  - Math consultant (45 days)
  - Teacher Development consultant (48 days)
  - SESIS Specialist (network funded)

**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>X</b>	<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>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).

NYCDOE Quality Review- "Ensure that all students receive detailed feedback based on the outcomes of all assessments, rubrics, and grading policy so that they have consistent understanding of next steps to take toward academic

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

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

	<b>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 the end of June 2014, teachers would have provided students with feedback that is timely, constructive, substantive, and provides students the guidance they need to improve their performance. This will result in a 6% increase of the number students who make progress in ELA and a 10% increase of the number of students who make progress in Math measured against the peer schools from the 2012-2013 progress report.

**Instructional Strategies/Activities**

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

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

- 1.

- Teacher professional development sessions focused on monitoring student learning by :
    - Providing student feedback
    - Using student self-assessment protocols
    - Use of matrices/rubrics for student tasks to evaluate student work
    - Students given the next steps for improvement
  - Teachers identify student learning gaps to create coherent student feedback
  - After-school programs: will allow students to apply substantive feedback creating independent student work habits and practices to increase student progress which teachers and students can monitor
  - ELL program to assist new comers with the English language – Imagine Learning Program: will provide the students and teachers with immediate and timely feedback regarding the students’ progress. Teachers are able to monitor student progress and provide detailed feedback based on their performance
- 2.
- Enhanced use of Engradepro (enhanced on-line grade book) by teachers: allows teachers, students and parents to access feedback and monitor student performance . Parents, teachers and students will have a forum to discuss student progress. Students and parents will also be able to monitor student behavior

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

1. School leaders – Jayne Hunnewell, Katina Yesnick, Diedra Thomas

Literacy coach – Liz Pascale-Kent

I-Ready diagnostic and blended learning program (ELA and Math)

IXL (math software)

PLC (professional learning community) meetings

Imagine Learning software and professional development

After- school materials and supplies

2.

Engradepro (enhanced on-line grade book) and training session

School leaders – Jayne Hunnewell, Katina Yesnick, Diedra Thomas

PLC (professional learning community) meetings weekly to support teacher

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

1.

- School leaders will monitor Advance MOTP evaluations for domain 3d monthly
- School leaders will monitor I-Ready diagnostic student progress reports every two months

2.

- School leaders will monitor Engrade pro bi-monthly

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

October - December	January - May
1. - Professional development begins October for domain 3d - After school for grades 2-8 begins November 18 <sup>th</sup> (15 weeks)  - Teachers begin to analyze data to identify student learning gaps	Professional development series ends May - After school program grades 2-8 ends February - February Break school program grades 3-8 begin 2/19/13 – 2/21/13 - After school for grades Kinder – 1 begins Jan 21 <sup>st</sup> and ends April 10 <sup>th</sup> - Test Prep countdown after school program begins March 24 – 27 and April 7-10 - Imagine Learning implementation and training in January

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

- 1.
- After school for grades 2 thru 8 – 8 teachers x 77 hours and 1 supervisor x 77 hours )
  - After school for grades Kinder thru 1 – 4 teachers x 50 hours
  - February Break school program for grades 3 thru 8 – 6 teachers x 12 hours and 1 supervisor x 12 hours
  - Test Prep countdown after school program for grades 3 thru 8 – 7 teachers x 16 hours and 1 supervisor x 16 hours
  - After school, February Break school and test prep programs books and materials
  - Teacher trend analysis for student learning gaps – 30 teachers x 6 hours
  - 10 licenses for Imagine Learning
  - 2 professional development days for Imagine Learning
  - Payroll secretary for per session x 30 hours

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Priority / Focus funds											
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>X</b>	<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>PF Supporting Great Teachers &amp; Leaders</b>			

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

School environment survey results (page 4); academic expectations is 55% of the peer range, engagement the school is 60% of the peer range and safety and respect the school is 60% of the peer range (1.4)

<b>Review Type:</b> QR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 6	<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 positive school culture will be improved with the full implementation of the PBIS (positive behavior intervention strategies) framework. This will result in the school environment score increasing by 5 points based on the 2012-2013 school progress report.

**Instructional Strategies/Activities**

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

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

1.
  - Teachers and staff will support and participate in the PBIS Matrix of Positive Behavior within the school community: rewards systems and after school detention
  - Teachers and staff will recognize students monthly
  - Counseling members and the Dean will host monthly assemblies: Respect for All, College and Career Readiness, Character Values
  - Creation of a Middle School Student government
  - After school Clubs grades 5-8 (Learning through an expanded arts program- LEAP)
2.
  - TAC-D: Network Professional Development to support Dean and reduce suspensions and implement intervention strategies for special education population and black and Latino males

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

1.
  - Network PBIS point person – Emily Perkins
  - School Leaders – Jayne Hunnewell, Katina Yesnick, Diedra Thomas
  - Dean – Randy Tejada
  - Student Government
  - School Based Support Team; Guidance Counselor, School Psychologist, Social Worker
  - Learning through an expanded arts program (LEAP) educational consultant
2.
  - Network point person – Shenean Lindsey
  - Dean – Randy Tejada
  - School leaders – Jayne Hunnewell, Katina Yesnick, Diedra Thomas

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

- 1.

- School leaders will meet monthly with the PBIS team
- School leaders will monitor the assembly agendas monthly
- School leaders will meet with the school government quarterly and monitor the monthly meeting agendas
- School leaders will monitor attendance and final projects from the after school clubs)

2.

- Dean will monitor monthly suspension rates and student classroom removals: track the data
- School leaders will review Dean log monthly

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

1.

- Implementation of PBIS September
- Form student government with monthly meetings
- Development of academic and personal behavior program
- Monthly assemblies begin in October
- Monthly student recognition begins in October
- Student government is created in late October
- After school clubs begin December
- After school detention begins in December - May

2. Dean attends on-going network sponsored professional development (TAC-D). Implementation of strategies learned.

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

1.

- PBIS funded by the Network
- After school clubs: 5 teachers x 30 hours and 1 supervisor x 30 hours
- LEAP program (after school clubs): 1 educational consultant x 30 hours
- After school detention: 1 teacher x 18 hours

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>		<b>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.

Priority / Focus funds

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>X</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 #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

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

NYC School Survey 2012-2013 Report, pg 5: How well does the school provide me (the parent) with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes?

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

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

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

**Annual Goal #5**

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

By the end of June 2014, the school communications with the families concerning student achievement and student needs will improve. This will result in a 10% increase of the parent responses for school survey.

**Strategies to Increase Parental Involvement and Engagement**

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

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

1.
  - School events and information provided to parents by:
    - monthly newsletter / calendar
    - school web site
    - school Face Book
    - EngradePro (on-line grade book)
    - Phone Master (auto message delivery)
    - school flyers / letters
  - Parent workshops / events sponsored by the Parent coordinator

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

1.
  - Parent Coordinator – Jennifer Rivera
  - School leaders – Jayne Hunnewell, Katina Yesnick, Diedra Thomas
  - PTA
  - SLT

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

1.
  - Dean updates the school website and Face Book every 2 – 3 weeks
  - Parent Coordinator updates the school newsletter and prepares news- letters and flyers
  - Parent Coordinator sends message using the phone master
  - School leaders monitor the web site, Face Book, news-letter/ calendar and EngradePro with each submission
  - School leaders monitor workshop and events calendar monthly
  - Parent coordinator updates ATS home contact information monthly
  - Teachers check EngradePro email daily and respond to parent/ student1.
  - Teachers update EngradePro weekly

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

1.
  - School website and Face Book available December
  - Newsletters commence Sept 9<sup>th</sup>
  - EngradePro available late September
  - Parent Workshops begin October

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

1.

- Family night event – 4 teachers x 2 hours)
- Website / Face Book maintenance – 1 teacher x 21 hours)
- Supplementary materials
- 1% of Priority/Focus funds were set aside for parent engagement workshops. The PTA coordinates various workshops that are focused on fostering a partnership between school and home, providing parents with strategies and necessary supports to assist their child at home. The PTA and SLT also elected to purchase some hardware which will enhance the Parent Association room, allowing parents to come into the school and access data and information.

***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.

1. Priority / Focus funds

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 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>	<p><b>MATERIAL:</b>            Reading Strategies,            Comprehension Matters            Reading Triumphs            Wilson/Fundations            I-Ready</p> <p><b>Strategies:</b>            Guided Reading, repeated reading, modeled thinking, modeled writing, interactive writing</p>	Small group, One-to- one conferences	<p>During extended day, daily out-of classroom personnel (clusters, program and AIS teachers) push into classrooms to provide ELA tutoring to small groups of students            -ELLs and students at-risk will be invited to attend the After – School program            -Students in our Lowest Third of School population in grades 3-8will be invited to an after school program</p>
<b>Mathematics</b>	Exemplars IXL MATH I-Ready	Small group, one-to- one conferences	<p>During extended day, daily out-of classroom personnel (clusters, program and AIS teachers) push into classrooms to provide ELA tutoring to small groups of students            -ELLs and students at-risk will be invited to attend the After – School program            -Students in our Lowest Third of School population in grades 3-8will be invited to an after school program</p>
<b>Science</b>	Text on tape Multimedia presentation of text Modeled and guided practice	Small group/one to one	During the school day
<b>Social Studies</b>	Text on tape Multimedia presentation of text Modeled and guided practice	Small group/one to one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Peer Mediation, Bereavement Counseling, Anti-Bullying, Stress Mgmt, Referral to outside providers	Small group/one to one	During the school day



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

- All elements of the *All Title I Schools* section must be completed\*.
- 2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 3. 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.
New hires are pre-screened if there are HQT status. The school provides on-going professional development to support all teachers and meet each teacher's individual needs. The school utilizes a literacy coach, a math consultant, a SESIS specialist and a teacher development consultant. The Danielson Framework provides the basis for teachers to evaluate their needs. We ask teachers to log-on to ARIS and take the self- evaluation and create their goals and a plan. Mentors are assigned to the new teachers.

**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).
The school provides on-going professional development for the staff off school site as well as on the school site in coordination with the support of our Network. Teachers meet in grade teams and in content are teams to plan and learn and analyze student work – see pages 7, 10, and 12. Our school developed a comprehensive differentiated professional development plan. The plan is revised after analysis of teacher observations and trends of teacher performance throughout the school year.

**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.).
Our student population who are in temporary housing are given a free lunch status and an allotment of \$150 for school supplies (ie. Back packs, schools uniforms, notebooks). If necessary, the students are referred to the guidance counselor for additional emotional support.

**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.).
<ul style="list-style-type: none"> <li>• Kindergarten orientation: June and August</li> <li>• Pre-K Parent workshops : working with children at home, common core standards</li> <li>• Pre-K teachers meet regularly with Kindergarten team in order to ensure vertical curriculum alignment</li> <li>• Students entering Kindergarten who are performing far below standards are eligible for academic intervention services</li> <li>• Pre-K and Kindergarten parents receive progress reports throughout the year</li> <li>• Pre-K teachers provide admin and Kindergarten teachers important information pertaining to the needs of the Pre-K students</li> </ul>

**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.
<ul style="list-style-type: none"> <li>• PLC meetings</li> <li>• Professional development : - entering reading levels using Fountas &amp; Pinnell leveling system</li> </ul>

- how can teachers modify and improve their curriculum resource understanding the implications of the SQR's idea of a well- developed school strategy
- curriculum mapping
- MOSL committee meetings

### **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).

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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>07</b>	Borough <b>Bronx</b>	School Number <b>031</b>
School Name <b>William LLOYd Garrison</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>Jayne Hunnewell</b>	Assistant Principal <b>Katina Yesnick</b>
Coach <b>Elizabeth Pascale Kent</b>	Coach
ESL Teacher <b>Pilar Rivera</b>	Guidance Counselor <b>Yvette Davis</b>
Teacher/Subject Area <b>Carla Ruiz</b>	Parent <b>Nyehma Sabree</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jennifer Rivera</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>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>2</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>648</b>	Total number of ELLs	<b>104</b>	ELLs as share of total student population (%)	<b>16.05%</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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	2						2	2	1					7
Pull-out		2	2	2	2	2	1	1	1					13
<b>Total</b>	2	2	2	2	2	2	3	3	2	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	104	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	18
SIFE	4	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	14

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	69	2	6	21		10	14		2	104
Total	69	2	6	21	0	10	14	0	2	104

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	10	9	5	3	4	18	20	6					90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3			1			1							5
Haitian									1					1
French			1			1			1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							4	1						5
<b>TOTAL</b>	18	10	10	6	3	5	23	21	8	0	0	0	0	104

## 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)	6	1	5	2	4	2	7	2	1					30

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)	5	3	1	0	0	0	2	6	1					18
Advanced (A)	7	6	3	4	0	3	14	13	6					56
Total	18	10	9	6	4	5	23	21	8	0	0	0	0	104

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4	3	1			4
5	4				4
6	17	3			20
7	7				7
8	11	4			15
NYSAA Bilingual (SWD)	1				1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		1						4
5	2		2						4
6	18		2						20
7	5		2						7
8	13		2						15
NYSAA Bilingual (SWD)	1								1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				4				5
8	5		8		1				14
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.

Tools used to assess the early literacy skills of ELLs include: ECLAS -2 letter recognition, phonemic awareness and sight word components; Fountas and Pinnell independent/instructional running record assessments used to determine independent and instructional reading levels; I-Ready ELA Diagnostic assessment; NYC Performance assessments for writing and reading. These literacy assessments provide all teachers with a clear picture of every student's strengths and needs, allowing the teacher to design instruction tailored to those needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
PS/MS 31 is a K-8 school, therefore we have a wide range of proficiency levels across grade levels. One will immediately notice the larger number ELLs in the 6<sup>th</sup> and 7<sup>th</sup> grades. Of the 23 ELLs in the 6<sup>th</sup> grade, 18 were new admits to our middle school. The larger number in 7<sup>th</sup> grade is also reflective of the number of new ELLs admitted during the prior year 2012-2013. The majority of our ELL students are at the Advanced level. Most of our Beginner and Intermediate level students, in Grades 3-8 are also special education students. Lab-R results are evenly distributed, with about 1/3 in each proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Across grade levels, at least 75% of ELLs in each grade level are performing at an Advanced level. Middle school students that are either Beginner or Intermediate are either an ELL/SWD or newcomer.
- b. School leadership and teachers use the ELL Periodic Assessments for a few purposes. 1) Data provides ESL teacher with a target for intervention. 2) provides classroom teacher with an additional assessment to tailor their instruction. 3) determine growth based on the endline (Spring ) assessment.

Based on the ELL periodic assessments conducted last year, most students made significant growth in all four modalities.

The Periodic assessments provide data about each student's performance in each of the modalities.

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](#).)

RTI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support to the standard core curriculum, based on the demonstrated and changing needs of ELLs as evident in assessments and various data collected by classroom teachers and school leaders.

Universal screening is administered to all students in order to determine a baseline of student performance and identify students who are not making academic progress at expected rates.

Teachers collect formative and summative assessments to be reviewed by grade teams and school leaders. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive support based on data such as: Running Records, Writing performance assessments, i-Ready Diagnostic results, as well as additional teacher developed assessments, and ELL Periodic Assessments.

Based on the data analysis, we determine whether students are benefiting from the instructional program within a reasonable time.

Ongoing progress monitoring data is used to make decisions about changes in goals, instruction and/or services, as well as to consider a referral for special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instruction for ELLs in English Language development is provided at the Tier 1 instructional level. This means that classroom teachers incorporate various scaffolds and strategies so that ELL students can access the new common core curricula.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Program success is evaluated using the following data: AYP for ELLs (SED), NYC School Progress Report Card, classroom level assessments, NYSESLAT data. (see attached chart for data analysis by grade and individual students)

## 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 enrollment, a trained pedagogue (certified ESL providers, Pilar River and Ivonne Padilla or Assistant Principal, Katina Yesnick, administers a Home Language Identification survey that is translated in the parents language in order to determine what language the child reads at home. This process also includes an interview in the parent's home language, if the parent's home language is Spanish. if necessary, translation services are requested for those parent's whose language is other than Spanish.  
  
Once the HLIS is completed and it is determined that a language other than English is spoken in a child's home, the certified ESL teacher administers a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment. Students that score below proficiency on the LAB-R become eligible for state mandated services for ELLs.  
  
Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Once the LAB-R is conducted, the parent is notified of their child's LAB-R results and their eligibility for ELL services. If the child is eligible for services they are notified within ten days of enrollment as to which programs are available at the school. If a student is eligible the parent receives an Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. In addition, these parents also receive an invitation to attend the group parent orientation in order to watch the EPIC DVD and receive information about their options. During this orientation, the parent meets with the Bilingual Coordinator, Parent Coordinator and ESL provider, to discuss the their three program options. Translated materials, DVD's, brochures and letters are available in the parent's native language. Translation services are also offered by the Translation and Interpretation Unit if necessary. Every effort is made to ensure that all new ELL parents attend the orientation. For those parents that do not attend the group orientation, the ESL provider call the home to speak with parent or in many cases they meet with the parent as they arrive in the morning or at dismissal. Should a new admit arrive after this orientation is held, the Bilingual Coordinator or ESL teacher, conducts individual meetings with parents to provide them with information regarding program options. If a parent selects a program such as TBE or DL that is not offered in the building, and if that program becomes available, we would make every effort to contact that parent so that they can place their child in their desired program. The Bilingual Coordinator would work with the Parent Coordinator to reach these parents if a program becomes available.
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].)

Entitlement letters are distributed to all students that do not pass the Lab-R exam, as well as the students who did not pass the NYSESLAT exam during the prior school year. ATS reports such as the RLAT and the RLER, determine provide us with the information we need to determine if a student is entitled to ELL services. The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned before students are placed into a program. Letters are sent home with the student and another copy is mailed to the home. If the child does return the form, parent outreach is made by the Bilingual Coordinator and Parent Coordinator. For those parents that do not attend the orientation, individual meeting are coordinated with parent and ESL coordinator. In the event a parent does not respond to outreach attempts, the parent is met by ESL provider or Assistant Principal during morning arrival or dismissal. In the event a parent can not attend a meeting, phone conferences are held between Parent Coordinator, parent and ESL coordinator. Copies of the entitlement letters, as well as the Parent Survey, are maintained in a binder in the Assistant Principal's office (K. Yesnick)

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.

All consultation and communication activities with parents are conducted in the parents native language. The Bilingual Coordinator utilizes the parent related documents in the ELL Parent Information Case. The parents' choice, coupled with program availability, determines program placement for ELLs. Individual meetings and the group orientation provide the parent with information about parent choices. The placement letters, along with the entitlement letters are maintained in an ESL binder in the Assistant Principal's office. In most cases, the parent speaks Spanish and our ESL teachers are able to effectively communicate the ELL process. In some cases, parents are directed to a video and information in their native language, provided by the NYCDOE website. Once the student is placed into the program, the ESL teacher, along with the Pupil Personnel Secretary Grizel Cabrera, enter the information into the ELPC screen. Information is entered into the ELPC within the first 20 days of the student placement.

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.

ELLs are evaluated annually using the New York State English as a Second Language Achievement. This test is administered to every ELL student in the spring. Coordination of the test is handled by the Bilingual Coordinator, Testing Coordinator and ESL teacher. The RLAT (ATS report) provides a list of students that eligible to take the NYSESLAT. In addition, the new admits that did not pass the LAB-R, also take the NYSESLAT during their first Spring in attendance. The RNMR (ATS report) provides the proficiency of each area tested (Listening and Speaking , Reading and Writing. Tests are administered by the Bilingual Coordinator (Katina Yesnick, Assistant Principal) along with the ESL teachers, Pilar Rivera and Ivonne Padilla. Both ESL providers attend the annual NYCDOE NYSESLAT testing meeting, during which they are provided with a calendar of testing, that indicates which components need to be tested during a specific time frame. Together, the Assistant Principal/Bilingual Coordinator, Katina Yesnick, meets with the two ESL providers to develop a schedule for testing to ensure that all students are tested in accordance with the NYCDOE timeframes. The Assistant Principal and ESL providers (Pilar Rivera and Ivonne Padilla) review the NYSESLAT test data in order to determine groups and student proficiency levels. Together, the ESL team analyzes the test data to determine student progress as well as areas of strength and areas of need. te response to question here:

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

The following is the trend in program choices that parents have requested:

- According to the Parent Survey and Program Selection forms for this year, all parents, with the exception of one, prefer the ESL pull-out or push-in program.

Trends in parent request:

2012-2013, all parents, with the exception of one that selected TBE, selected ESL. Our ESL coordinator, Pilar Rivera, worked closely with neighboring schools, to find a placement for this student.

2013-2014, all parents, with the exception of one that selected TBE, selected ESL. The parent tha selected TBE, is aware that

Programs offered by the school are aligned with parent request. After the parent orientation, parents can move their child into a bilingual class, or opt out of bilingual instruction in favor of ESL services and a monolingual class. Should a parent request a TBE and we do not offer that class, they have the option to find a school that offers the TBE at that grade level. Fewer parents are selecting TBE and therefore we are offering fewer TBE classes. This year we have not received any requests for transfer based on this option. Therefore, there is an alignment between parent choice and parent offerings. As an increasing number of parents are selecting ESL services rather than TBE, we are working with current Bilingual certified teachers to become certified in ESL. Due to the decreasing number of parents requesting TBE, we have a greater demand for ESL certified teachers and the services they provide.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 

ESL instruction is delivered using both a push-in and a pull-out model. Kindergarten, Sixth, Seventh and eighth grade implement a push-in model, while Grades 3, 4 and 5 implement a pull-out model.

We have organized our classes so that we can implement a push-in model as much as possible.

Both push-in and pull out groups are heterogeneous and ungraded. Kindergarten students receive their ELL instruction in the classroom, which contains ELL students of different levels. This model applies to 6th, 7th and 8th grade as well. Grades 3, 4, and 5 are pulled-out and serviced in groups based on grade bands, and the same proficiency level.

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)?

We currently have two, full time ESL teachers. One teacher works with Kindergarten through fifth grade, while the other teacher works with the middle school students. Based on the number of ELL students and the groups that have been organized, both teachers have sufficient time in their schedule to service all students, as required by CR Part 154.

a. Beginner and Intermediate ELLS receive their ESL instruction on a daily basis throughout the week. These students receive double periods (90 minutes) each day, for four days.

Advanced ELLS receive ESL instruction on a daily basis. They receive one period (45 minutes), for four days out of the week for a total of 180 minutes per week. In addition, they receive their 45 minutes of ELA instruction within their daily 90 minute Literacy block.

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.

Middle School students receive their ESL instruction within their ELA classroom, as well as Social Studies and Science. Ms. Rivera, ESL teacher, works with the content area teachers in order to develop instructional plans for the ELL students. Ms. Rivera provides a variety of scaffolds during instruction that will help support the ELL students. Specifically, she provides a great deal of support with vocabulary and reading comprehension. Both teachers incorporate a variety of tools, including multi media and technology that assist students with reading text that is too challenging. These scaffolds and supports allow the ELL students to access the complex texts and demands of the Common Core Learning Standards.

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

Spanish speaking ELL students are assessed in their native language using the Spanish Lab exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

1. ESL teachers work with classroom teachers in order to ensure that ELLS are appropriately evaluated in all four modalities of English language acquisition throughout the year. In fact, the school wide grading system incorporates the four modalities: reading, writing, speaking and listening. Effective teaching of all students includes time for students to speak and listen to each other as well as the teacher. Teachers are required to assess students throughout the year on their listening and speaking skills. Reading and writing is also frequently assessed throughout the year, with benchmark periods and base-line, midline and endline assessments.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction for ELL groups:

- a. We currently have five SIFE students. These students are all at the Beginner proficiency level. One Sife student receives

pull-out ESL services. In addition he participates in our afterschool and Saturday ELL programs. The school has provided a laptop to this student so that he can access all technology based intervention programs. Four SIFE students are currently in our TBE class. These students also participate in our Afterschool and Saturday Title 3, ELL programs.

b. ELLs in US schools less than three years (newcomers):

Newcomer ELLs- based on LAB-R students are placed in either the TBE or ESL programs and provided with appropriate instruction.

- o formative early literacy classroom assessments (F&P)
- o Milestones- Standards-based skills and strategies, research based literacy program –Components: diagnostic and placement assessment, integrated progress monitoring
- o Phonemic Awareness, phonics, fluency, reading comprehension (Focuses on 4 modalities of NYSESLAT)
- o Day program- small group pull-out program based on NYSESLAT proficiency levels (AIS)
- o After School- Title III- Supplemental ESL program

c. ELLs receiving service 4 to 6 years.:

- Small group instruction in ESL during day school- AIS - ongoing data review to monitor progress using technology, 100 book challenge
- After School and Saturday- Title III- Supplemental ESL program

d. Long-Term ELLs (completed 6 years):

- Small group instruction by AIS providers in day school
- After School- Title III- Supplemental ESL program
- Saturday Academy
- Summer Remediation program

e. Former ELLs:

- \* AIS day school program provides small group instruction
- After School
- ASPIRA
- Saturday Academy

\* Former ELLs are eligible for extended time for the first two years after they test out of the NYSESLAT

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?

Content area material pertaining to each grade is modified for each child's instructional level. ELL students receive support in vocabulary instruction and context clues in order to develop their own strategies for reading comprehension. ESL teachers push in to the classroom in order to support the student with grade level material, offering support in vocabulary instruction, grammar and writing. Classroom teachers have provided English-spanish glossaries and in some cases parents have received a Spanish Edition of content area material in order to assist their child at home.

7.

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?

English Language Learners and Students with Disabilities have very diverse learning needs. We use curricular, scheduling, and instructional flexibility to meet the needs of these learners. All students are assessed to determine their instructional level in specific subject areas. Over the past two years, we have tried to accommodate more push-in opportunities as opposed to pull out. We have developed a schedule and organized classes so that push in can be accommodated. The push in model allows the ESL teacher to work inside the classroom, with the classroom teacher, rather than place the students in a more restrictive, pull-out class. When pushing into a classroom, the teacher is able to support the student with curriculum material, offering ESL strategies in order for the students to achieve independence when working with grade level content. The ESL teacher's schedule was based around the student's schedules and needs.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

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

**Native Language Usage and Supports**

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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 program for ELLs in ELA, math and other content areas:

- small group instruction in the modality of writing
- o Imagine learning
- \* IXL and i\_R Ready, ELA and MATH
- o Math- AIS- Students targeted for remediation in Math participate in Math AIS using ESL methodologies.
- o Extended morning program

9. The following is the plan for continuing transitional support (2 years) for ELLs reaching proficiency on NYSESLAT

10. The following are the new programs or improvements will be considered for the upcoming school year:

- Use of I-Ready ELA Diagnostic assessments in September 2013
- Increase the number of ELL students participating in after school programs (i.e. Saturday Academy, OST, ASPIRA), 100 Book Challenge, Renzulli. Digital learning tools/software such as IXL

11. There is no need to discontinue our programs/services for ELLs . Students are making progress with those programs in place.

b. After school programs include: Global Learning, UFT Voyager, ASPIRA and Urban Dove/Hi Risers. Supplemental programs include Title III. Afterschool schedules are thoughtfully developed in order to ensure students can participate in all programs. Therefore, every measure is taken to avoid conflicts in schedules which would impede ELL students from being in able to participate in only one program. For example, Title III program taking place on Saturday since most ELL students had already committed to an SES program that takes place during the week. Every effort is made to ensure that parents receive afterschool information in their native language. Posters around the building advertising services available reflect multiple languages.

These programs are CBO's that provide a combination of academic support, homework assistance and sports and arts activities. Global Learning provides students with a technology, web based reading program that they can utilize both in the school and at home. These programs are three hours in length, five days a week. Supplemental Education Services programs include Global Learning, A1 Academic Tutors., and UFT Voyager. ELL students are offered approximately 50 hours of these small SES services. In addition, a four hour Title III program is held on Saturdays. Beginning in March, the program will also be available on two days during the week.

13. The following instructional materials, including technology are used to support ELLs:

- I-Ready
- Go Math, digital component with ELL extensions and interventions
- FOSS kits are used in Science
- Milestones for ELL
- Writing units of study
- Glossaries/Dictionaries

14. Native language support is delivered in the following ways:

- Milestones

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

This year we were able to structure our classes and schedule to allow for more push-in ESL instruction whenever. Last year, we had minimal push-in opportunities as we believe that had an effect on the ESL instruction and lack of growth of our Middle school students based on the NYSESLAT results. We are confident that the push-in model will have a greater impact on the ELL students in Kindergarten, sixth, seventh and eighth grades.

11. What new programs or improvements will be considered for the upcoming school year?  
 In the Middle School Grades, as well as Kindergarten, the ESL teacher and classroom teachers are working together to plan for effective push-in ESL instruction. We have arranged the schedules of these teachers to accommodate for this planning time since we believe it will have a direct impact on the growth of our ELL students.  
 In addition, we are implementing an afterschool program for both our 6<sup>th</sup> and 7<sup>th</sup> grade ELL students. 8<sup>th</sup> graders will continue to receive the Title 3 afterschool as they did last year, and we are adding the current 6<sup>th</sup> grade to the afterschool program as well.
12. What programs/services for ELLs will be discontinued and why?  
 We are no longer providing a Saturday program for our Middle school students since many students stopped attending the program last year. Based on that attendance and a quick survey of the students, we have implemented an afterschool program to be held on Tuesdays and Thursdays, rather than Saturday.
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 afforded equal access to all school programs. Communication to parents about our programs is always transmitted in Spanish and English and now, in some cases, Arabic and French. Every attempt is made to follow up with parents, and students, in their native language. Afterschool and supplemental services offered to ELLs includes the ASPIRA afterschool program, 5 days a week; Academic afterschool at PS/MS 31, two days a week; Title 3 afterschool for 6<sup>th</sup> and 7<sup>th</sup> graders; Saturday Academy for Level 1 students that did not attend Summer School
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
 This year, our school has purchased the city and state approved common core curricula in both Math and ELA. Both core instructional programs provide a wealth of ELL extensions within the curriculum. Classroom teachers, along with ESL teachers, design instruction that includes these differentiated lessons for the ELL students.  
 Teachers have Smartboards in every classroom that provide students with a visual and auditory presentation of content area material to support their learning. Newcomers receive a netbook or Ipad that allows them to translate some material on the spot when working directly with a teacher or group of students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
 Both ESL teachers are fluent in Spanish and whenever necessary, are able to communicate concepts in native language if necessary. At other times, cases of Arabic or French, teachers will use a translate app if they feel that a student is confused or needs clarification of a concept.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
 Services support are provided based on students' age, grade level, and proficiency levels in NLA and ESL. Once we have determined our ELL population, we form our instructional groups based on proficiency level and age. For those ELLs in the middle school grades, we ensure that material is engaging and appropriate for their age and grade level. This means we have high interest material that may be at a lower level to meet their individual needs. Vice versa, we deliver grade level content at their independent instructional levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
 Parents that have preregistered for Kindergarten, and have indicated a home language other than English, are flagged to be contacted prior to the beginning of the new school year. In August, we conduct mailings to inform parents of the Kindergarten registration process as well as the ELL Parent Choice process.
18. What language electives are offered to ELLs?  
 This year we do not offer a language elective. Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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

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

#### Professional Development and Support for School Staff

1. Teachers are provided with professional support on NLA and ESL strategies in house and through outside agencies. ( See Professional Development in CEP.) At this time, we are registering for PD opportunities as they are offered through OELL. We are in contact with BETAC to determine upcoming PD events but have not yet received a calendar of dates available. Classroom teachers are directed to take online ELL PD webinars offered through our online PD program, PD360. ESL providers have attended onsite training from the NYCDOE, pertaining to Aris, Acuity and ELL Interim Assessments.

2. Professional development is provided to help all staff, including teachers, administrators, counselors, coordinators, and paraprofessionals to understand the needs of the students as they go through the transitional periods. ESL providers attend common planning sessions. Guidance counselors meet with both ESL providers and classroom teachers to discuss the ELL students transition from one level to another.

3. The following is the way that the minimum 7.5 hours of ELL training for all staff is provided:

- Teachers are provided with information and attend ESL training on different topics geared to better support the ELL population,

including language methodology for teaching ELL's, academic language and vocabulary development.

\* ESL, Bilingual and classroom teachers attend numerous workshops provided by BETAC. Teachers have attended workshops pertaining to strategies for ELL's as well as workshops pertaining to the new common core standards for ELL's. Teachers have also received on site training from NYCDOE trainers in regards to the new ELL Interim Assessments (review and analysis of data).

Teachers attended workshops provided by the NYCDOE Office of ELLs.

ESL providers and the Assistant Principal, maintain records of PD sessions they have attended.

## 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?

The following describes the parent involvement policy which includes parents of ELLs:

- A key element in the success of PS/MS 31 is the development of an educational community. Parents have a significant and long lasting effect on their children's growth and development as leaders and learners.

Components of PS/MS 31's parent/ community involvement include the following:

- \* parent orientation meeting in the fall (to discuss newly enrolled ELLs, instructional programs, assessments)
  - o parent orientation in the spring (to discuss implications of testing, promotion policy, NYSESLAT, child's programming options).
  - o On-going workshops are scheduled by the Parent Coordinator. Ongoing workshops and guest speakers are scheduled to address topics such as: available community outreach programs (i.e. Learn To Read), obtaining a G.E.D., citizenship, adult education, parenting skills and lending library. Literacy and mathematics coaches provide hands-on workshops to strengthen parents' knowledge of skills and strategies to support their children. (Hostos, Lincoln Hospital)
  - o On-going grade appropriate workshops facilitated by the Literacy coach and lead teachers
  - o Workshops to educate all parents about city-wide standards of discipline ,and academic intervention measures
  - o Meetings to explain grade appropriate curriculum, forms of assessment used to measure children's progress and proficiency levels  
students are expected to meet
  - o Encourage parents to become members of the PTA and the School Leadership Team
  - o Provide outreach for all parents to increase their own level of literacy by using programs such as Learn to Read and Opening The Door to Learning-Literacy is a Family Affair
  - o Use of Power Point presentations with voice-overs to benefit bilingual parents
  - o Encourage all parents to become volunteers and attend their children's class trips, celebrations, assemblies, etc.
  - o Sharing information with all parents by providing flyers, letters, and brochures in English and Spanish
  - o Creating a lending library for parents to support strategies and skills shared at workshops
2. The school partners with the following agencies or Community Based Organizations to provide workshops or services to ELL parents:

- ASPIRA, Lincoln Hospital, Hostos Community College

The school has partnered with The We Are New York Community Leadership Project in conjunction with the Mayor's office and CUNY to help adults in the community practice English in community based conversation groups. The English Conversation Group at 31 participants are provided with valuable information about healthcare, domestic violence, education, money management, and living in New York City.

3. The school evaluates the needs of parents by using:
  - NYCDOE Learning Environment Survey
  - Questionnaires
  - Meetings- parent groups, individual parents
  - Parent Coordinator speaks with parents and provides ongoing feedback to administrators
4. Parental involvement activities address the needs of the parents as:
  - Topics are selected based on the needs of the community- i.e. E.L.I.S. organized training for parents of ELL students to provide strategies to better help their children with educational issues.  
Workshops are provided to familiarize all parents with the New York State Testing program and NYS Standards.  
Strategies are

presented to parents to facilitate helping their children with homework assignments.

### **E. Additional Information**

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

Paste response to question here:

# Part VI: LAP Assurances

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

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

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

DBN: **07X031** School Name: **William Lloyd Garrison**

Cluster: **04** Network: **401**

**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.

- Home Language Surveys (completed within 30 days of a student's enrollment)
- Initial visits to school (Parent Coordinator, Family Workers, Assistant Principals) assist in the identification of written translation and oral translation needs.
- Interpreters and document translations are provided to parents based upon need/ request.

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.

- Since 69.8% of the students are Hispanic or Latino, there is a need to translate all written communications sent home to parents into Spanish.
- The school's written and oral interpretation needs (English-Spanish) are shared with parents and community through translated newsletters in parents' native language.

## 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.

- Translation services are provided in-house by school staff.
- Timely provision of translated documents to parents is ensured through the services of the school's staff-teachers, Family Workers.

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

Oral translation services are provided by teachers and other staff as needed and upon parent request.

- Oral translation services are provided at Parent Teacher Conferences, class meetings, SBST Meetings, and meetings with Family Workers , ESL teachers, AIS providers, Family Worker and the school staff-teachers.

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

Parents will be provided translation services as per Bill of Parent Rights and Responsibilities.

- Within 30 days of a student's enrollment, parents will complete the Home Survey upon which time the primary parent language will be noted.
- Translation services by in-house staff will be available at group/one-to-one meetings, as well as by telephone.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: William Lloyd Garrison	DBN: 07X031
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

## 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: Direct instruction will take place during a Saturday Academy, as well as an after school program beginning in March 2012. The program will serve 30 students who range from Beginner to Advanced levels based on NYSESLAT results. We have decided to place an intense focus on sixth grade since that grade contains the majority of our ELL students, many of whom entered the school this year from a bilingual program.

The Saturday Program is scheduled for 22 sessions. The program will begin at 8:30 a.m. and end at 12:30 p.m. The first session will take place on December 3, 2012, and continue every Saturday until March 16, 2012 (excluding holiday weekends). It includes a breakfast and lunch to be served at the school. Students will have 3 hours of direct instruction. All students participating in this year's Saturday Academy speak Spanish. The program will be taught by one certified ESL teacher. They will use a variety of resources which include but are not limited to , Treasures Chest ELL program (aligned with ELA program), Successmaker (digital program), Dimension U (online digital Math), and IXL (online digital math). All programs address the needs of english language learners and provide multiple modalities for learning.

The Afterschool program will be an extension of the Saturday program in the sense that the students will use the same digital programs described for the Saturday program. Teacher will work with small group of students, while other groups rotate on digital programs. Teacher will use this time to conduct individual conferences in order to assess and address individual student needs.

Afterschool program: Service Provider will be one certified ESL teacher.

Due to the fact that this ESL Saturday program is the only program in the building on Saturdays, the Assistant Principal has been designated the supervisor of the program in order to ensure the safety and well being of the students in the building should any problems arise. In addition, the supervisor is directly involved with the students and actively participates in the activities and delivery of instruction.

SATURDAY PROGRAM(including 3 days during Spring Recess)

Dec. 1,8,15

Jan. 5,12,19,26

Feb. 2,9,16,23

Mar. 2,9,16,23,30

April 11, 18, 25 (during Spring Break: April 2,3,4)

### Part B: Direct Instruction Supplemental Program Information

Total number of sessions: 22

AFTERSCHOOL PROGRAM (beginning week of January 7th)

Tuesdays and Thursdays: 3:00 p.m. - 5:30 p.m, 5 hours week for 6 weeks total of 30 hours

Jan. 8,10,15,17,22,24,29,31

Feb. 5,7,12,14

After-School Program: 12 sessions/ 2.5 hours/ 1 ESL @ \$50.19 = \$1,506

☐ Saturday Academy: 22 sessions/ 3 hours/ 1 ESL @ \$50.19 = \$3,313

☐ Saturday Academy: 22 sessions/ 3.5 hours/ 1 Supvs @ \$52.52 = \$4,044

### 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: eachers for Title III programs/ESL teachers,Pilar Rivera and Ivonne Padill, will receive professional development, provided by Successmaker, in order to assist with implementation of the Successmaker program. The PD will cover topics such as analyzing data, and developing programs based on the needs of the ELL students. This professional development will ensure successful implementation of the Successmaker program. In addition, teachers will participate in two sessions of PD for IXL (online digital math). The sessions are scheduled for December 15, 2012 and February 19, 2013. Both sessions will begin at 8:30 a.m. and end at 1:00 p.m.

### 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

**Part D: Parental Engagement Activities**

Begin description here: Teachers Parent engagement activities are schedule throughout the school year. ESL teachers, Parent Coordinator Persida Rosa , PTA members and Assistant Principal, Katina Yesnick, meet frequently in an effort to coordinate activites/workshops for parents. Activities include informative parent workshops pertaining to State exams as well as informative workshops about ARIS/Acuity, Successmaker that assist parents in obtaining test info and data about their child's literacy progress and language development.

Our school always has a translator, usually part of the school stqaff, available at our parent venues. If the language is other than Spanish, we are contact the Translation Unit to translate any material that will be disseminated at the parent venue.

**Part E: Budget**

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

Allocation Amount: \$0

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>		

