



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CLARA BARTON SCHOOL
DBN (i.e. 01M001): 12X050
Principal: KIM NOHAVICKA
Principal Email: KNOHAVI@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: MEGHAN KELLEY

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 |
|------------------|--|-----------|
| Kim Nohavicka | *Principal or Designee | |
| Ersell Ananias | *UFT Chapter Leader or Designee | |
| Nathan Price | *PA/PTA President or Designated Co-President | |
| Sharonda Trotman | 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 | |
| Yolanda Ayala | Member/ Parent Title 1 | |
| Lynn Franco | Member/ Parent | |
| Raymond Casul | Member/ Parent | |
| Kenya Swindell | Member/ Parent | |
| Roxanne Holloway | Member/ UFT | |
| Lanaya Bellamy | Member/ UFT | |
| | 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 15 and 16. 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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 14 of the SCEP.

SCEP Checklist

All Schools

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

Priority Schools Only

| | |
|----------|---|
| X | Expanded Learning Time (ELT) Program Description |
|----------|---|

School Information Sheet for 12X050

| School Configuration (2013-14) | | | | | |
|---|----------------------|---|-----|---|-----|
| Grade Configuration | PK,OK,01,02,03,04,05 | Total Enrollment | 187 | SIG Recipient | Yes |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 14 | # Music | 16 | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 82.0% | % Attendance Rate | | 88.8% | |
| % Free Lunch | 92.3% | % Reduced Lunch | | 3.9% | |
| % Limited English Proficient | 14.6% | % Students with Disabilities | | 24.8% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.9% | % Black or African American | | 37.3% | |
| % Hispanic or Latino | 60.0% | % Asian or Native Hawaiian/Pacific Islander | | 0.2% | |
| % White | 1.4% | % Multi-Racial | | 0.2% | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 0.16 | # of Assistant Principals | | 2 | |
| # of Deans | N/A | # of Counselors/Social Workers | | 3 | |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | | N/A | |
| % Teaching with Fewer Than 3 Years of Experience | 19.5% | Average Teacher Absences | | 6.5 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 8.1% | Mathematics Performance at levels 3 & 4 | | 8.1% | |
| Science Performance at levels 3 & 4 (4th Grade) | 70.1% | Science Performance at levels 3 & 4 (8th Grade) | | N/A | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | X | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | No | |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | No | Limited English Proficient | | No | |
| Economically Disadvantaged | No | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | No | |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | No | Limited English Proficient | | No | |
| Economically Disadvantaged | No | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | Yes | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

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

#1 School Leader Practices and Decisions

- PD plan for Social and Emotional from Turnaround (Teachers, Guidance, Administration, and Paraprofessionals).
- 80% of staff participated in TurnAround training
- Common Language-Common Assessments
- Monthly Assessments-Balance between multiple choice and constructive response questions
- Monthly Assessment data reviewed by admin and teachers teams to build conversations around rigor
- Staff participation in weekly PD
- PD plan for ELA and Math through network
- Occurrence reports decreased
- Teachers met formally and informally on a weekly basis

#2 Curriculum Development and Support

- Teachers participated in PD to develop units of study in ELA and Math with Network Support
- Collaborative grading and assessment with teacher teams, which was turnkeyed in PD.....Lunch 'n Learns
- Supports were in place with external providers and PD was ongoing and feedback helped us to plan next steps
- Multiple opportunities for teachers to meet and collaborate

#3 Teacher Practices and Decisions

- 100 Book Challenge (IRLA) and Readwell were both purchased to assist with providing multiple entry points, along with PD and Ticket to Read online (strugglers)
- Afterschool Program—Slippables and pushables (2's and 3's) NY Ready Materials
- Teachers administered baselines, maintained monthly data on school created data spreadsheets and stored in assessment binders (data binders)
- Minimum of 7 observations were conducted with 90% of staff. Review of lesson plans and feedback

#4 Student Social and Emotional Developmental Health

- PD plan for Social and Emotional from Turnaround (Teachers, Guidance, Admin., and Paraprofessionals)
- 80 % of staff participated in weekly TurnAround training
- 2 Off-site PD's conducted 80% Teacher participation
- "Defusing Destructive Behaviors" book used for book talks with teachers
- Administration met bimonthly with TurnAround
- Number of OORS decreased

#5 Family and Community Engagement

- 100% of parents received communications (calendars, curriculum maps, testing schedules, workshop flyers, special events, progress reports, School Messenger)
- Monthly "Principal Pow Wow's" conducted with Parent Coordinator support. (Music program integrated)—Parent input for workshops collected during meetings
- Parents had option of taking School Environmental Survey online, with technology teacher/para support.
- Monthly curriculum maps were created and distributed to parents

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

#1 School Leader Practices and Decisions

- Ensure 90% participation in Turnaround PD
- Develop monthly assessments that are rigorous and embedded with Higher Order Thinking Skills and aligned with CCLS and new Common Core Curriculum

#2 Curriculum Development and Support

- Teachers participated in PD to develop units of study in ELA and Math, however we implemented city developed units of study.
- Pearson ReadyGen and GO Math! materials are modified as necessary to ensure infusion of higher order thinking skills and academic rigor, while addressing the CCLS.

#3 Teacher Practices and Decisions

- Continuation 100 Book Challenge (All grades) Purchased eIRLA and PD. Readwell (ELLS, 3rd grade and SWD's) Purchased 2 ReadWell 2 Kits and PD.
- Kaplan ELA and Math purchased to support afterschool, along with Pearson Successmaker Blended Learning Program.
- Increase student enrollment in afterschool.
- Pre and Post formal observation conferences will be adapted to follow Danielson Framework. IPC Initial Planning Conferences to be held with 100% of staff. Three competencies will be identified during consultation.

#4 Student Social and Emotional Developmental Health

- TurnAround funding was dissolved due to phase-out. Funding required and acquired through SIG monies. TurnAround will continue.
- Paraprofessionals will attend Off-Site workshops and attend onsite weekly professional development with TurnAround.
- To continue to decrease number of OORS.

#5 Family and Community Engagement

- Schedule and implement Parent Engagement meetings with Principal, PTA President and Parent Coordinator.
- Combine fun student programming once a month with parent participation. (Movie Night, Crafts, Family Game Night)
- School messenger was limited in use. Its functionality will be expanded this year.

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

#1 School Leader Practices and Decisions

- New school administrator facing multiple challenges.
- Scheduling was a challenge. Coverage for teachers to attend professional development sessions in-house were problematic due to substitute teacher lack of familiarity with students and routines, which affected manageability of classrooms.
- In the beginning of the school year, money for planning and implementation was scarce.
- Vacancies due to retirement and illness.

#2 Curriculum Development and Support

- Staff morale was low, due to identification as a Priority school facing closure.
- Scheduling was a challenge to implement multiple vendor trainings and professional development.
- Learning the new CCLS standards and implementing them into lesson plans and units of study

#3 Teacher Practices and Decisions

- Lack of rigor across the grades in all curriculum areas
- Lack of higher order questioning
- Ineffective use of common planning time
- Classroom management was an issue. Improvement began when TurnAround for Children began professional development

#4 Student Social and Emotional Developmental Health

- 20% of staff members were not able to attend weekly professional development sessions due to scheduling issues

#5 Family and Community Engagement

- Parents were given multiple opportunities to attend parent workshops, but there was low parent participation

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

#1 School Leader Practices and Decisions

- Effective

#2 Curriculum Development and Support

- Effective

#3 Teacher Practices and Decisions

- Effective

#4 Student Social and Emotional Developmental Health

- Effective

#5 Family and Community Engagement

- Effective

| | | | | |
|---|---|------------|---|-----------|
| Were all the goals within your school's 12-13 SCEP accomplished? | | Yes | X | No |
| If all the goals were not accomplished, provide an explanation. | | | | |
| Goal 4: Only 80% of staff participated in TurnAround professional development, but OORS decreased from 248 in 2011-2012 to 37 in 2012-2013. | | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | X | Yes | | No |

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

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

STARS Client is not updated to reflect our school and therefore is holding up the implementation of Datacation data collection system and the planned professional development.

The implementation of two completely new curriculum programs has presented challenges:

Go Math! program materials were not received in a timely fashion. Final components were delivered at the end of November. Implementation of the program and professional development on the use of the program is happening concurrently. Professional development has been fragmented, as not all staff was able to uptake the training opportunities provided over the summer. The professional development that was offered was focused on the components of the program, as opposed to the implementation of the CCLS in Mathematics.

Pearson Ready Gen program materials were not received in a timely fashion. While final teacher components are available online, we are still awaiting delivery of hardcopies. Implementation of the program and professional development on the use of the program is happening concurrently. Professional development has been fragmented, as not all staff were able to uptake the training opportunities provided over the summer. Program was unable to start in September as planned, due to materials not being onsite. The professional development that was offered was focused on the components of the program, as opposed to the implementation of the CCLS in ELA.

Due to phase-out year 1 and seniority regulations, several early childhood teachers were required to teach upper grades. For example, a veteran Pre-K teacher is now teaching 3rd grade. Such teachers are faced with multiple challenges in adapting to new standards, new pedagogy and new evaluation system, as well as developing a familiarity with new grade level materials and resources.

The timeliness of our budget release in order to purchase consultants and materials may be an issue. Also, due to the constraints of the length of the school day, providing staff with multiple opportunities to allow for professional development, collaborative grading and common planning will be a challenge.

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

ELLs: English Language Learners will make 1 year progress on the NYSESLAT and we will make our AYP.
 SWDs: Students with Disabilities will make 1 year progress in the NYS exam in both, ELA and math.

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

School leader will communicate with the school community using the following methods;

Staff: newsletters, emails, announcements, memos, meetings, faculty conferences
Community: calendars, letters, School Messenger phone calls, meetings, "Pow Wows with the Parents"

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

In order to achieve our school-wide goal of Increasing Student Achievement, we will focus on Professional Development, Social and Emotional Development and the analysis and utilization of Data. We have worked together to create an inclusive definition of student achievement through the lens of both academics and social/emotional development. As a school community we are invested in the notion of nurturing skill development which will enable student to become more accountable and successfully make effective choices for their lives.

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

One of our strategies for executing our theory is to imbed professional development into the core of our school program. For example, we will be purchasing professional development from various vendors (Editure (Generation Ready), American Reading 100 Book Challenge, etc..) to conduct PD during the school day, extended-day and Saturdays to ensure time for all staff to receive support. We also will be purchasing services from TurnAround for Children, using SIG grant, to ensure development of student social and emotional growth. Finally, the purchase of Datacation with SIG grant monies will help to move us along the continuum of data collection, enabling us to analyze and track student progress in order to drive student instruction.

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

We have been awarded a SIG grant that will support implementation of program supports for three years.

We have departmentalized most of our daily instructional program. Teachers have become specialists in ELA or Math.

We have modified Lead Teachers in ELA and Math, who undertake a leadership role in supporting their colleagues in developing their pedagogy.

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

We will collect evidence from each of our vendors, including sign-in sheets, agendas, samples of resources and minutes. We are conducting weekly Curriculum/Leadership Team meetings to monitor progress, share outcomes and modify planning based upon information from discussions at meeting.

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).

Develop and implement with fidelity a plan to ensure challenging, engaging, and intentional instruction in every classroom.

| | | | | | | | |
|---------------------|------|--------------|-------------|---------------------|----|---------------------|-----|
| Review Type: | ESCA | Year: | August 2011 | Page Number: | 16 | HEDI Rating: | N/A |
|---------------------|------|--------------|-------------|---------------------|----|---------------------|-----|

Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, School leaders will allocate resources to work with external providers to provide comprehensive training on the Danielson Rubric whose success will be measured by Danielson teacher survey results.

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

Planning meetings on Danielson Framework:

1. All staff members have completed IPC meetings with administration. Each teacher was asked to identify 3 competencies of the Danielson Framework as their focus for professional development for the year. Consultants (Editure: Generation Ready) met with administration to review the data that was imported into EXCEL spreadsheets. This team identified commonalities in the data, which were used in planning targeted professional development for both groups and individuals. During weekly Extended Day Thursday’s professional development period, consultants integrate Danielson with the Common Core Learning Standards. Administration meets with consultants at least once a week to review ongoing professional development and discuss next steps. **(SOP 2.5)**
2. Modified Lead Teachers provide mentoring and leadership targeting identified learning needs of teachers. Classroom teachers have onsite access to in-house specialists to address “Just In Time” learning needs. **(SOP 2.4)**
3. All staff members attend weekly professional development with our TurnAround for Children consultant. Danielson with the Common Core Learning Standards are integrated into professional development. Administration meets with TurnAround for Children weekly to evaluate PD and discuss next steps. **(SOP 2.4)**
4. Administration meets weekly with Leadership Consultant to develop organizational structures and routines, which are modified as necessary to maximize outcomes. Developing the “big picture” as a focus of teaching and learning. **(SOP 2.2)**
5. CFN and DOE training sessions are offered to all staff members on the Advance Evaluation System. **(SOP 2.4)**

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

1. Editure consultants for ELA and Math (Generation Ready), administration and all staff.
2. Modified Lead Teachers and all staff.
3. TurnAround for Children Consultant, administration and all staff
4. Leadership Consultant and administration
5. CFN, DOE and all staff.

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

1. All teachers will show growth by moving one level of performance in at least 2 of the 3 selected components in the Danielson Framework. Effectiveness of the program will be validated through observations over the course of the year. As teachers move towards the highly effective level of performance in Danielson, this will impact student achievement as evidenced in student achievement data collected throughout the year.

2. School teacher surveys will demonstrate a greater comfort and familiarity with the Danielson Framework and demonstrate teacher increased confidence in providing turnkey professional development for their colleagues.
3. Teacher and student surveys are conducted in November and in May to evaluate their understanding Kagan Cooperative Learning. This data will indicate an increase in familiarity and confidence with these concepts. Effectiveness of the program will be validated through observations over the course of the year which will show an increase in student engagement.
4. Staff can identify the common school vision, rituals and routines are embedded in practice, and observations validate effectiveness.
5. Lead Teachers and ESL and SWD Coordinators will have participated in CFN or DOE trainings and turnkey this information.

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

1. This will begin to roll out in October 2013 and continue through June 2014.
2. This will begin to roll out in October 2013 and continue through June 2014.
3. This will begin to roll out in November 2013 and continue through May 2014.
4. This will begin to roll out in September 2013 and continue through June 2014.
5. This will begin to roll out in September 2013 and continue through June 2014.

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

1. Common Planning Time 1x a week for grade team planning
 Substitute teachers to cover classes for targeted teacher professional development during school hours.
 Extended Day Thursday Teacher Meetings.
 Resource Room schedule will be created.
 Displays will be purchased to facilitate ease of access to resources.
 Forty Editure (Generation Ready) Consultant days in ELA and Math will be purchased with SIG monies.
 Eight Editure (Generation Ready) Consultant days will be purchased for further ELA and Math Teacher Support.
 Ten days of Editure (Generation Ready) Consultant days for TEP (Teacher Effectiveness Program) will be purchased with SIG monies.
2. Modified Lead Teachers, each a content specialist, share a class enabling them to act as Lead Teachers turn-keying their own professional learnings. In order to facilitate Modified Lead Teacher program, a Common Branch teacher position was budgeted to allow for this model with Tax Levy monies.
3. Resource Room schedule will be created on Mondays to accommodate group and individual trainings.
 Forty TurnAround for Children consultant days have been purchased to support Social and Emotional development with SIG monies.
4. Forty Leadership Consultant days have been purchased with SIG monies.
5. Substitute teachers to cover classes for targeted teacher professional development during school hours.

Budget and Resource Alignment

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

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

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

SIG Grant

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

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

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

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

Major Recommendation

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

| | | | | | | | |
|--|------|--------------|-------------|---------------------|----|---------------------|-----|
| Develop and implement with fidelity a multiyear plan to align the school's curriculum, instruction, assessments, and instructional materials to the Common Core. | | | | | | | |
| Review Type: | ESCA | Year: | August 2011 | Page Number: | 12 | HEDI Rating: | N/A |

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.

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

Annual Goal #2

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

By June 2014, all teachers will imbed systematic cycles of monitoring, analyzing and revising student achievement in ELA using both qualitative and quantitative data for continuous improvement as measured by MOSL local measures data.

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. During Curriculum/Leadership team meetings we are analyzing trends and patterns in student achievement. **(SOP 3.5)**
2. Editure (Generation Ready): Consultants meet regularly with teachers to look at student work to identify the gaps between current performance and the performance required by the CCLS to ensure rigor and access for all students. Assessment Data (Test Scores ELA, MATH) Assessment data is analyzed to identify progress in learning; identify trends in understanding within class, grade levels and whole school; students needing intervention, as well as changes in pedagogy needed to address areas of weakness. **(SOP 3.3)**
3. Data with Dov: Creation of Data tracking system with EXCEL. This Data Tool will be used to support improved instructional outcomes. Providing easy access to data streams and assisting staff in tracking student data in real time. **(SOP 3.5)**
4. Five days of American Reading 100 Book Challenge PD will be purchased to train literacy teachers and RTI/SIT team. This will allow for direct instruction from their consultant. American Reading 100 Book Challenge eIRLA will be purchased to enable real time collection of reading data. This will allow teachers to access the most recent data on the students reading ability. School will be purchasing 20 iPads to facilitate conferencing with students and the real time collection of data. **(SOP 3.5)**
5. Five days of Cambium Readwell PD will be purchased to train SWD, ELL and 3rd grade literacy teachers in using the program to address student learning needs. **(SOP 3.3)**
6. Teacher Extended Day Thursdays activities will rotate between the following areas: Inquiry, Data, Research and Collaborative Grading. Per Session will be provided for extension of these activities on Thursdays. **(SOP 3.2)**
7. Per Diem (sub teacher) will be hired to facilitate teacher release for school common planning time/Inquiry/PD. **(SOP 3.5)**
8. Per Diem (sub paraprofessional) will be hired to aid in para release for school common planning time/Inquiry/PD. **(SOP 3.5)**

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

1. Curriculum /Leadership Team, administration
2. Editure (Generation Ready) Consultants in ELA/Math, all teachers and administration
3. CFN: Dov Rokeach, administration, technology team and all staff
4. American Reading 100 Book Challenge Consultants, ELA teachers and RTI/SIT team. iPads and Successmaker
5. Cambium Readwell consultants, SWD teachers, ELA Modified Lead Teacher, ELL teachers and 3rd grade literacy teachers
6. All staff, administration and Editure (Germeration Ready) Consultants
7. Per Diem Substitute Teacher
8. Per Diem Substitute Paraprofessional

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

1. Team will analyze data using EXCEL spreadsheets in Reading and Writing. Next steps will be determined for PD and instructional support. Meeting agendas and minutes will be collected and used for forward planning.

2. Editure (Generation Ready) Consultants will log all interactions with staff, keeping binders of meeting agenda, minutes and resources created.
3. Data Spreadsheets will be reviewed periodically each month for trends and patterns. Spreadsheets will be printed monthly and kept in a binder for reflection. Agendas of meeting with Dov will be kept on file and outcomes of meeting will be shared with staff during Inquiry meetings.
4. Agendas and attendance sheets will be collected to monitor progress of PD. Classroom observations of teachers utilizing the iPad to access eIRLA tool on SchoolPace will be monitored.
5. Agendas and attendance sheets will be collected to monitor progress of PD for SWD, ELL and 3rd grade literacy teachers. Classroom observations of teachers using the program with students. Data will be collected showing student progress; it will be monitored and used for inquiry to validate instructional planning and program progress.
6. Agendas and attendance sheets will be collected to monitor progress of meetings. Classroom observations will indicate an increase in teacher confidence in collecting data, grading with rubrics, inquiry and research based instructional practices and move them along the Danielson Framework.
7. Classroom observations will indicate an increase in teacher confidence in instructional practices and move them along the Danielson Framework.
8. Classroom observations will indicate an increase in teacher confidence in instructional practices and move them along the Danielson Framework and an increase in paraprofessional roles in the classroom in regard to data, one to one instruction and classroom management.

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

1. This will begin to roll out in September 2013 and continue through June 2014.
2. This will begin to roll out in October 2013 and continue through June 2014.
3. This will begin to roll out in October 2013 and continue through May 2014.
4. This will begin to roll out in September 2013 and continue through June 2014.
5. This will begin to roll out in September 2013 and continue through June 2014.
6. This will begin to roll out in September 2013 and continue through June 2014.
7. This will begin to roll out in September 2013 and continue through June 2014.
8. This will begin to roll out in September 2013 and continue through June 2014.

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

1. Leadership/Curriculum Team meetings will take place during ELT once a week.
2. 20 Editure (Generation Ready) Consultant days will be purchased. Eight additional days of Editure (Generation Ready) Consultant time will be purchased to support this goal. SIG monies and Priority/Focus Funds
3. CFN funding for school visits.
4. Five days of American Reading 100 Book Challenge PD will be purchased. SIG monies
Per Diem Subs will provide coverage for teachers to attend PD during school hours. Priority/Focus monies.
5. Five days of Cambium Readwell PD will be purchased to train SWD, ELL and 3rd grade literacy teachers in using the program to address student learning needs. SIG monies.
Per Diem Subs will provide coverage for teachers to attend PD during school hours. Priority/Focus monies.
6. Per Session for extension activities related to ELT teacher training time.
7. Per Diem (sub teacher) will be hired to facilitate teacher release for school common planning time. Priority/Focus monies.
Editure (General Ready), 100 Book Challenge and Successmaker Consultants. Priority/Focus monies and SIG monies.
8. Per Diem (sub paraprofessional) will be hired to facilitate teacher/para release for school common planning time. Priority/Focus monies.
Editure (General Ready), 100 Book Challenge and Successmaker Consultants. Priority/Focus monies and SIG monies.

Budget and Resource Alignment

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

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

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

SIG Grant

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

| | | | | | | | |
|--|---------------|--|---------------|--|--|----------|-----------------------|
| | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core |
|--|---------------|--|---------------|--|--|----------|-----------------------|

| | | | |
|--|------------------|----------------------------------|--|
| PF ELT | PF Inquiry Teams | PF NYS Standards and Assessments | PF Parent Engagement |
| PF Positive Behavioral Management Programs | | PF RTI | PF Supporting Great Teachers & Leaders |

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

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

Major Recommendation

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

Develop and implement with fidelity a plan to ensure challenging, engaging, and intentional instruction in every classroom.

| | | | | | | | |
|---------------------|------|--------------|-------------|---------------------|----|---------------------|-----|
| Review Type: | ESCA | Year: | August 2011 | Page Number: | 16 | HEDI Rating: | N/A |
|---------------------|------|--------------|-------------|---------------------|----|---------------------|-----|

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.

| | | | |
|--|---|----------|--|
| | 4.2 Instructional practices and strategies | | 4.3 Comprehensive plans for teaching |
| | 4.4 Classroom environment and culture | X | 4.5 Use of data, instructional practices and student learning |

Annual Goal #3

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

By June 2014, all Teachers will be provided frequent feedback and will show growth in three competencies as measured by at least one HEDI level increase for each of the selected competencies in the Framework for Teaching.

Instructional Strategies/Activities

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

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

1. Consultants (Editure: Generation Ready) will support teachers in planning lessons, preparation and professional development to move teachers from one competency performance level to the next competency to improve teaching and learning and ensure students experience rigorous instruction. Their support will be conducted through common planning meetings, individual conferences and modeling rigorous instruction in the classrooms, alongside teachers. Enabling teachers to identify authentic opportunities for reading, writing, speaking, and listening in service of meeting the content standards of the discipline. **(SOP 4.5)**
2. Leadership Consultant and administration will conduct weekly walk-through observations using the Danielson Framework. Consultant and administration debrief and norm observational rating using the Danielson Framework. Strengthening the school's system for supervising and supporting teacher development, paying particular attention to the instructional focus. Time is also spent reflecting on a variety of ideas for school and community improvement. **(SOP 4.4)**
3. Turnaround supports teachers managing relationships of students to ensure that their relationships are positive and supportive. This allows the teachers to create an environment of respect. **(SOP 4.4)**
4. School-wide schedule will be created to ensure opportunities for staff to collaboratively build a school-wide understanding of the components of Danielson's *Framework for Teaching* included in the new system of teacher evaluation and development. Common planning time is scheduled one a week for grade level meetings during the day. Extended day Thursday and faculty meetings will further support professional development on the Danielson's Framework. **(SOP 4.5)**

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

1. Editure consultants for ELA and Math (Generation Ready), administration and all staff. SAPIS worker will meet every other week with students to conduct interactive assemblies addressing social and emotional well-being, enabling teachers to attend professional development, while students are supported.
2. Leadership Consultant and administration
3. TurnAround for Children Consultant, administration and all staff
4. Administration, per diem substitutes and all staff

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

1. Agendas and attendance sheets are collected. Danielson rubric will be used to evaluate teacher effectiveness
2. Leadership Consultant and administration will keep records of progress.
3. TurnAround for Children agendas and attendance sheets for professional meetings and walk-throughs are collected, with targeted competencies indicated.

4. Agendas and attendance sheets are collected.
- D. Timeline for implementation and completion including start and end dates**
1. This will begin to roll out in October 2013 and continue through June 2014.
 2. This will begin to roll out in October 2013 and continue through June 2014.
 3. This will begin to roll out in October 2013 and continue through June 2014.
 4. This will begin to roll out in September 2013 and continue through June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Forty Editure Consultants days have been purchased. They will utilize new CCLS aligned curriculums; GoMath! and ReadyGen, including 100 Book Challenge and ReadWell intervention programs. Resource Room will house created resources, be the professional development meeting place for groups and individuals to meet, beyond the classroom. Schedule will ensure teacher time attend professional development, including Thursday common planning time and extended day Thursday program. Ten Editure Consulant days have been purchased to support Teacher Effectiveness with SIG monies.
 2. Forty Leadership Consultant days have been purchased with SIG monies
 3. Forty TurnAround days have been purchased.
 4. Forty days Per Diem Substitute Teacher support.

Budget and Resource Alignment

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

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

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

SIG Grant

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

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

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

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

Major Recommendation

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

Develop and implement with fidelity a plan to ensure that the components of effective classroom management are evident in every classroom.

| | | | | | | | |
|---------------------|------|--------------|-------------|---------------------|---|---------------------|-----|
| Review Type: | ESCA | Year: | August 2011 | Page Number: | 7 | HEDI Rating: | N/A |
|---------------------|------|--------------|-------------|---------------------|---|---------------------|-----|

Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, partnerships will support the school community in the development of a culture of consciousness around social and emotional wraparound support programs resulting in a decrease in incident reports.

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. Turnaround for Children consultants will meet weekly with staff to conduct professional development around Kagan structures. Staff and students completed surveys, which will be repeated in the Spring to monitor progress of the program. They will conduct walk-throughs and provide in-class support and consultation. **(SOP 5.2)**
2. SAPIS worker will meet every other week with students to conduct interactive assemblies for “The Second Step Program.” **(SOP 5.4)**
3. Monthly Character Education assemblies will be conducted to highlight school-wide positive character traits and “If you have a problem, speak to an adult!” campaigns. Parents/Guardians are invited to attend assemblies through monthly newsletters and flyers. **(SOP 5.3)**
4. Monthly school-wide celebrations and programs will be planned to support students and increase parent/guardian engagement. **(SOP 5.4)**
5. Small class size –Paraprofessional have been assigned to classrooms to support students and assist teachers in increasing engagement and achievement. This allows for greater differentiation, due to adult to student ratio. **(SOP 5.4)**
6. Fun Saturday Program: Students and parents are invited to our fun day program which rotates theater, choral group, art, computers (Successmaker), games, dance and other varied activities to engage students in activities that infuse ELA and Math skills in a fun and different way. Parents are invited to attend alongside their child or participate in parent activities led by parent request. **(SOP 5.4)**
7. Spring Program: Students and parents are invited to our Spring Math Program which rotates online Successmaker math program, direct math instruction based on data and math games. Parents are invited to attend alongside their child or participate in parent activities led by parent request. **(SOP 5.4)**

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

1. Forty TurnAround for Children days have been purchased. Schedule will be created to ensure teacher participation in professional development. Resource Room will be created to accommodate meetings and one-to-one teacher support.
2. SAPIS Worker. “The Second Step Program.” Schedule will be created.
3. All staff. Schedule will be created.
4. All staff. Schedule will be created.
5. Paraprofessionals. Schedule will be created.
6. Teachers, Supervisor and Paraprofessionals, Successmaker Online Program.
7. Teachers, Supervisor and Paraprofessionals, Successmaker Online Program.

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

1. Staff and student surveys will be conducted and indicate program effectiveness by an increase in positive response.
2. SAPIS worker will conduct a pre and a post assessment of “The Second Step Program.”
3. Referrals for behavior and OORS reports will decrease by 10%.
4. Increase in attendance and a decrease on lateness.
5. Increase in growth scores in NYS ELA and Math school-wide.
6. Increase in growth scores in NYS ELA and Math school-wide, as well an increase in positive responses towards engagement in School Environment Survey.
7. Increase in growth scores in NYS ELA and Math school-wide, as well an increase in positive responses towards engagement in School Environment Survey

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

1. This will begin to roll out in October 2013 and continue through June 2014.
2. This will begin to roll out in September 2013 and continue through June 2014.
3. This will begin to roll out in September 2013 and continue through May 2014.
4. This will begin to roll out in September 2013 and continue through June 2014.
5. This will begin to roll out in September 2013 and continue through June 2014.
6. This will begin to roll out in September 2013 and continue through June 2014.
7. This will begin to roll out in September 2013 and continue through June 2014.

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

1. Forty days of Turnaround for Children consultant. Schedule will be created to reflect PD programming on Monday's.
2. SAPIS will coordinate student workshops. Schedule will be created to reflect programming on Wednesday and Thursday. Per Diem Teachers and Paras will be purchased.
3. RTI/SIT team meetings will take place every other Friday to address social and emotional needs of targeted students.

4. Attendance meetings will take place every other Friday to address attendance issues and remedies.
5. Six Paraprofessionals were purchased to reduce class size in general education classes.
6. Program takes place Monday's: 2:20-4:30, Tuesday's: 3:10-4:30, Wednesday's: 3:10-4:30. 20 Weeks (52 Days). 10 Teachers (1 Coordinator/3 Paras)
7. Program takes place Saturday's: 9:00-1:00. 12 Weeks (12 Days) 7 Teachers, 2 Paras, 4 School Aides, 1 Supervisor

Budget and Resource Alignment

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

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). | | | | | | | | | | | |
| Survey results indicated that only 63% of parents did not strongly agree that the school offers a wide enough variety of courses, extracurricular activities and services to keep my child interested in school. | | | | | | | | | | | |
| Review Type: | NYC School Survey | Year: | March 2013 | Page Number: | 6 | HEDI Rating: | N/A | | | | |

Tenet 6: Family and Community Engagement

| | | | | | | | | | | | |
|--|--|--|--|--|-------------------------------------|--|--|--|--|--|--|
| Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | | | | | | | | | |
| X | 6.2 Welcoming environment | | | | 6.3 Reciprocal communication | | | | | | |
| | 6.4 Partnerships and responsibilities | | | | 6.5 Use of data and families | | | | | | |

Annual Goal #5

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. | | | | | | | | | | |
| By June 2014, the results on the schools Learning Environment Survey regarding parent opportunities to be involved in their child's education will indicate a 10% increase in satisfaction. | | | | | | | | | | |

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 | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Parent Workshops will be conducted to engage in an open exchange of information. These workshops will be held to address student progress, school wide goals , social and emotional well-being, and hands on family activities that will support student achievement, provide meaningful roles for parents to be involved in their child's learning and continue to create a vibrant, fulfilling environment for students and families. (SOP 6.3) 2. Saturday Programming will address parent and student activities, including academic and recreational components. (SOP 6.2) 3. Monthly assemblies, performances and/or celebrations will be conducted. Parents/Guardians are invited to all activities. (SOP 6.2) 4. Monthly newsletters, calendars, notices and curriculum maps will be created and distributed to parents/guardians. Student progress reports will be created and distributed three times a year. School Messenger will be purchased to enable phone reminders for attendance, meetings and school wide events. (SOP 6.2) | | | | | | | | | | |
| B. Key personnel and other resources used to implement each strategy/activity | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. All Staff, administration, Parent Coordinator, SAPIS and Guidance Counselor | | | | | | | | | | |

2. Staff, administration, security
3. All Staff, administration, Parent Coordinator, SAPIS, Guidance Counselor and Attendance Team. School Messenger.
4. All Staff, administration, Parent Coordinator, SAPIS, Guidance Counselor and Attendance Team. School Messenger.

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

1. Sign-In Sheets will be collected. Number of parents/guardians for each event will be tracked to assess impact.
2. Attendance sheets will be collected. Number of parents/guardians/students participating in programs will be tracked to assess impact.
3. Sign-In Sheets will be collected. Number of parents/guardians for each event will be tracked to assess impact.
4. Monthly distributions will be kept on file for reference. Parent response on School Environment Survey will show an increase in parent engagement.

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

1. This will begin to roll out in October 2013 and continue through June 2014.
2. This will begin to roll out in January 2014 and continue through June 2014.
3. This will begin to roll out in September 2013 and continue through May 2014.
4. This will begin to roll out in September 2013 and continue through June 2014.

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

1. Teacher Per Diem substitutes will be purchased to allow staff to plan and implement parent workshops/assemblies. Funds will be used to purchase materials for meetings (Paper, Folders, Pencils, Construction Paper, Ink, Crafting Materials.)
2. Teacher, paraprofessional and supervisor Per Session will be allocated. Funds will be used to purchase materials (Various size/type Paper, Folders, Pencils, Construction Paper, Ink, Crafting Materials.)
3. Funds will be used to purchase materials (Various size/type Paper, Folders, Pencils, Ink)
4. Funds will be used to purchase materials (Various size/type Paper, Folders, Pencils, Ink). Title 1 funds will be used to purchase School Messenger Program and Resources for Educators Home and School Connection Monthly newsletters.

Budget and Resource Alignment

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

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

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

SIG Grant

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

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, school leaders will allocate resources to extend the length of the school day/week by providing all students with additional instructional time in ELA, Math and Sports and Arts during extended learning programs. Student achievement will be measured by an increase in the NYS ELA and Math scores.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Our "Moving Forward, Together" ELA and Math Instructional ELT program takes place on Monday, Tuesday and Wednesday. This program utilizes the Kaplan Advantage resources that provide a variety of tools that target critical mathematics and English language arts/reading skills. This program will allow us to bridge the gap between what is required on state exams this year, and for future Common Core State Standards assessment requirements.
2. Our ELA and Math Instructional ELT program also uses Pearson Successmaker blended learning online program. Successmaker, a research-based computer program that is integrated into the afterschool curriculum to allow for individualized student instruction, captures student interest and strengthens student engagement at a level that is appropriate for each learner.
3. Our "Fun Day" Saturday ELT program takes place on Saturday's (10). This program will offer varied opportunities for students and parents to rotate through. Activities include theater, art, chorus, sports, crafts, newspaper club, dance, games and computers, to name a few. We are engaging students in social skill building activities that support their social and emotional growth in a fun and team building program.\
4. Our "Literacy through Art" library program is offered Monday, Tuesday and Wednesday. This program cultivates student creativity by designing sustained, process-oriented art projects that support learning across the curriculum, all while strengthening student writing.
5. Our "Spring into Math" ELT program will take place over 4 days during Spring Recess. This program will rotate online Successmaker math program, direct math instruction based on data and math games. Parents are invited to attend alongside their child or participate in parent activities led by parent request.
6. We are fortunate to have a Children's Aid Partnership in our school building. They offer, in conjunction with us, an ELT program Monday through Friday. Their program addresses the academic and social/emotional needs of each child. They provide targeted ELA and Math assistance, as well as homework help, arts, cooking, archery, crafts, dance and sports.

Program Breakdown:

"Moving Forward, Together" ELA and Math ELT Program Hours per week: 4 Hours/50 Minutes a Week
Monday's 2:20-4:30, Tuesday's 3:10-4:30, Wednesday's 3:10-4:30 (20 weeks/52 Days) *Program Total of 85.8 Hours

"Fun Day" Saturday ELT Program Hours per week: 4 hours
Saturday 9:00-1:00 (13 Weeks/Days) *Program Total of 52 Hours

"Literacy Through Art" ELT Program Hours per week: 5 hours
Monday's 2:20-4:30, Tuesday's 3:10-4:30, Wednesday's 3:10-4:30 (18 weeks/47 Days) *Program Total of 47 Hours

"Spring into Math" ELT Program Hours: 4 hours a day
Monday-Thursday 9:00-1:00 (1 week/4 days) *Program Total of 16 Hours

"Children's Aid Society" ELT Program Hours per week: 15 hours and 50 minutes

Monday-Friday 2:20-5:30 (35 Weeks/5 days a week) *Program Total of 554.20

Totals Hours Offered: 85.5 + 52 + 47+ 16+ 554.20= 752.20 Hours

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Teachers, Paraprofessionals, School Aides and Administration.
2. Teachers, Paraprofessionals, School Aides and Administration. Pearson Successmaker Professional Development for staff.
3. Teachers, Paraprofessionals, School Aides and Administration.
4. Teacher, Paraprofessional and Administration.
5. Teachers, Paraprofessionals, Children's Aid Staff and Administration.
6. Teacher, Paraprofessional and Administration.
7. Teacher, Paraprofessional and Administration.

C. Identify the target population to be served by the ELT program.

1. All students
2. All students
3. All students
4. All students
5. All students
6. All students
7. All students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the Activities section.

| | | | | | | | | | | | |
|--|--------------------------|---|-------------|---|-------------|---|------------|--|------------|--|-----|
| | 21 st Century | | Tax Levy | X | Title I SWP | | Title I TA | | Title I PF | | C4E |
| | Title III | X | Title I SIG | | PTA Funded | X | Grants | | In Kind | | |

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

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

Children's Aid Society

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Students that attend Children's Aid Society program and attend our afterschool program are scheduled into both programs based on days of program and time attended. Our school ELT program is on Monday's, Tuesday's and Wednesday's until 4:30pm. Students that attend Children's Aid attend our program until 4:30pm and then get picked up from Children's Aid Society to attend their program until 5:30. All other days they attend the program as scheduled. Children's Aid Society provides academic, social emotional, sports and arts programming.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Our "Moving Forward, Together" ELA and Math Instructional ELT program is structured to provide 100 minutes of individualized computer enrichment and remediation based on individual student areas of need, as well as 100 minutes of instruction in ELA and Math using the Kaplan Advantage program. The "Fun Day" Saturday ELT program addresses extended enrichment activities that support critical thinking skills and improve students' social and emotional growth. Activities include theater, art, chorus, sports, crafts, newspaper club, dance, games and computers, to name a few. We are engaging students in social skill building activities that support their social and emotional growth in a fun and team building program. Our "Literacy through Art" library program integrates the arts with literacy instruction supported by science and social studies content. Program focuses on student creativity and visual arts, with an emphasis on writing. Our "Spring Into Math" vacation program will address student academic need in mathematics. It will blend direct instruction, computer enrichment and remediation program based on

individual student areas of need, hands on math activities and games. The Children’s Aid Partnership in our school building addresses the academic and social/emotional needs of each child. They provide targeted ELA and Math assistance, as well as homework help, arts, cooking, archery, crafts, dance and sports. All of these programs support the whole child. We have great success in student participation, a clear indicator of student engagement.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

All of our programs support the social and emotional support structure with fun and interactive activities that build student self-esteem and self-confidence.

Our “Moving Forward, Together” ELA and Math Instructional ELT program will allow us to bridge the gap between what is required on state exams this year, and for future Common Core State Standards assessment requirements. To support individualized student instruction, the Successmaker blended online program builds ELA and Math skills as students’ progress through the program. It also captures student interest and strengthens student engagement at a level that is appropriate for each learner.

Our “Fun Day” Saturday ELT program offers varied enrichment opportunities for students and parents to rotate through. Activities include theater, art, chorus, sports, crafts, newspaper club, dance, games and computers, to name a few. We are engaging students in social skill building activities that support their social and emotional growth in a fun and team building program.

Our “Literacy through Art” ELT library program cultivates student creativity by designing sustained, process-oriented art projects that support learning across the curriculum, all while strengthening student writing. Students are building literacy and writing skills while immersing themselves in visual arts.

Our “Spring Into Math” ELT program will address student academic need in mathematics. It will blend direct instruction, computer enrichment and remediation program based on individual student areas of need, hands on math activities and games in preparation for the NYS Math Exam.

Our Children’s Aid program addresses the academic and social/emotional needs of each child. They provide targeted ELA and Math assistance, as well as homework help, arts, cooking, archery, crafts, dance and sports.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

It is unique because it addresses individual learning needs quickly and efficiently. Also, ELLs and SWD’s are assigned to teachers licensed to support their individual needs. Parents and students were surveyed to determine which enrichment programs would be offered during our Saturday program to ensure high level of interest.

| | | | | |
|--|--|------------------|----------|------------------|
| D. Are the additional hours mandatory or voluntary? | | Mandatory | X | Voluntary |
|--|--|------------------|----------|------------------|

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students’ receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

The monitoring of 50% or more students participating is being monitored by student attendance. If students are absent, parent outreach occurs.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

All students are being invited to participate, including ELLs and students with disabilities. They are further being supported by teacher assigned.

| | | | | |
|--|--|------------|----------|-----------|
| G. Are you using an ELT provider procured using the MTAC process? | | Yes | X | No |
|--|--|------------|----------|-----------|

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Pre and Post ELA and Math assessments will be evaluated for growth.

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|
| ELA | Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge | Small groups | During the school day and after-school |
| Mathematics | GoMath- Tier program, Kaplan 3 | Small groups | During the school day |
| Science | Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge | Small groups | During the school day |
| Social Studies | Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge | Small groups | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Counselor and SAPIS Worker | Small groups | During the school day |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| 100% of the teachers at PS 50x are Highly Qualified Teachers and the CFN is helpful in attracting and hiring Highly Qualified Staff. |

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). |
| To sustain the quality of teacher practices, we have collaborated with Turnaround For Children. They provide weekly staff development which takes place with the entire staff. Generation Ready also provides weekly academic professional development in literacy and math. In addition, a representative from Fordham's ESL program meets with our ESL team. |

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

| |
|---|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Uniforms for students in temporary housing will be ordered. The SAPIS worker will continue to provide counseling and support for all students. |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| We are Phase-out and only have grades 3,4 and 5. Does not pertain to us. |

Measures to Include Teachers in Decisions Regarding Assessments

| |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Teachers complete an initial professional development survey to assess their needs or areas of support. Staff meets weekly on Thursdays during ELT to discuss school-wide issues and decisions. We conduct weekly Leadership/Curriculum Team meetings to address teacher needs and next steps. Team then filters back information to the staff and brings any issues concerns back to the team. |

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). |
| |

Parent Involvement Policy (PIP) Template

PUBLIC SCHOOL 50 SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Public School 50X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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 12 | Borough Bronx | School Number 050 |
| School Name Clara Barton | | |

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 Kim Nohavicka | Assistant Principal Rose Ragone |
| Coach Aida Valis/CB/ESL | Coach Evelyn Nieves/CB |
| ESL Teacher Erica Van Patten | Guidance Counselor Wendy Turner |
| Teacher/Subject Area Roxanne Holloway/Library | Parent |
| Teacher/Subject Area Veronica Gonzalez/ESL | Parent Coordinator Sonia Caraballo |
| Related Service Provider Vivian Mendez/Special Ed | 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. | 3 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 2 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 2 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 183 | Total number of ELLs | 21 | ELLs as share of total student population (%) | 11.48% |
|--|------------|----------------------|-----------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 21 | Newcomers (ELLs receiving service 0-3 years) | 11 | ELL Students with Disabilities | 10 |
| SIFE | 2 | ELLs receiving service 4-6 years | 10 | Long-Term (completed 6+ years) | 0 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 11 | 2 | 3 | 10 | 0 | 8 | 0 | 0 | 0 | 21 |
| Total | 11 | 2 | 3 | 10 | 0 | 8 | 0 | 0 | 0 | 21 |

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | 5 | 8 | 7 | | | | | | | | 20 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 6 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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) | | | | 1 | 4 | 2 | | | | | | | | 7 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | | | | 4 | 2 | 4 | | | | | | | | 10 |
| Advanced (A) | | | | 1 | 2 | 1 | | | | | | | | 4 |
| Total | 0 | 0 | 0 | 6 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

| 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 |
| 4 | 4 | | | | 4 |
| 5 | 6 | | | | 6 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Early literacy skills of ELLs will be assessed throughout the year using a combination of formal and informal assessments. Formal assessments will include Fountas and Pinnell, DRA and the ELL periodic assessment. Informal assessments will include guided reading groups, writing assessments, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. We will also use F&P and DRA running records for at risk students. The assessment results are analyzed to create after school and extended day groupings for ELLs and to differentiate instruction according to students' needs during the school day. For example, students are grouped according to reading level and scaffolded instruction is implemented so that students can have access to grade level material. According to the assessment data, most ELLs are having difficulty with reading comprehension and are at least 2-3 grades below reading level. These ELLs are given specific reading instruction during the day using a data-driven program - Readwell in small groups by an ESL certified teacher.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data related to proficiency levels on the LAB-R and NYSESLAT reflects that most of the students on the beginner level are on the K and 1st grade reading level. Therefore, effective academic strategies need to be in place in order to help students make progress in all four modalities- listening, speaking, reading and writing, as well as getting them acquainted with the NYSESLAT exam format and content. Overall, most of our ELLs are achieving at the Beginner and Intermediate levels. We examined the data and determined that the students are having the most difficulty with writing skills.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality sets analysis (RNMR) is unavailable as of 11/26/13.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Patterns across proficiencies and grades indicate that ELLs lack both English and NL reading comprehension as evidenced by the Spanish LAB and English assessments (ELA, Math, Science, LAB-R and NYSESLAT). ELLs tend to perform better in the math and science assessments as evidenced by the 2013 scores. For example, no ELLs scored above a 2 on the ELA whereas, 4 ELLs scored a 2 or above on the State math exam. In Science, 5 ELLs scored a 2 and 2 ELLs scored a 3. Two ELLs took the math in their native language; One scored a 2 and one scored a 1. The ELL Periodic Assessment was administered in the Fall of 2013. The data is not yet available; however, once the data is available, the ELL inquiry team, in addition to the School Leadership Team, will analyze the results and use the data to inform instruction and programming. For example, students who struggle in a particular modality will be grouped accordingly and provided targeted instruction in their struggling 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](#).)

ELLs who continue to struggle with the academic material are first identified by the classroom teacher and discussed at an RTI meeting which in turn reviews and analyzes the data in Tier 1 documentation. Further assessments and strategies are then made for Tier 2 intervention within the classroom. Paraprofessionals have been assigned part-time in the classroom to assist in implementing Tier 2 support. Documentation includes an explanation of differentiated instruction addressing native and 2nd language issues and the amount and type of ESL instruction. The team (including an ESL teacher) then selects the instructional areas (literacy and/or math) that need more intense intervention (Tier 3). Progress is monitored on an on-going basis and formative assessments are created to measure and inform growth.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions are based on an ELLs second language development according to the ELL Periodic Assessment and previous NYSESLAT results. All 4 modalities are incorporated into language objectives for all instruction. Each grade has a self-contained ESL class with an ESL certified teacher. Students are grouped according to ability within the classroom by reading levels and work

in a small group either with the paraprofessional and/or teacher. Instructional decisions are also based on data snapshots provided by the 100 Book Challenge and Readwell. All classrooms with ELLs are assigned either a bilingual teacher or a part-time paraprofessional to ensure that ELLs native language is supported within the classroom. In addition, all freestanding ESL instruction is conducted in English except for the 25% of NL support as per CR154.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not Applicable

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

The ELL team uses a variety of data to measure the success of the programs for ELLs. For example, initially the NYSESLAT data is analyzed for proficiency rates and scale score growth. This is done through the AMAO tool when available. Data from content area state test are also analyzed for growth and compared to non-ELLs. Supplemental programs for ELLs are evaluated for effectiveness by students who made progress based on the interim assessments of the programs.

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](#).)

P.S 50X implements the following steps for the initial identification of potential ELLs. First, our Pupil Accounting Secretary gives parents all the forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the native language. The secretary contacts a trained licensed pedagogue, most often the ELL Coordinator, who administers the HLIS and conducts an informal interview in English and the Native Language with the parent and the child. If the parent speaks a language other than English or Spanish, the pedagogue contacts the translation unit by phone to assist in the process. The pedagogue then conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent focuses on information such as student's previous schooling, special needs and parent's preferred language for communication. Next, the pedagogue conducts an informal interview in English and in the native language with the child to determine the dominant language. Then, the pedagogue completes the school's portion of the HLIS, including OTELE Code and eligibility for LAB-R testing. After determining the Home Language code and the parent's preferred language for communication, the Pupil Accounting Secretary is notified so that the information is entered on ATS. For students who are not LAB-R eligible, a non-entitlement letter is sent to parents. If the child is Lab-R eligible, the pedagogue administers the LAB-R within 10 days of enrollment. If the child is an ELL based on LAB-R results and his/her Home Language is Spanish, the pedagogue also administers the Spanish LAB within 10 days of enrollment. The child is placed in the proper program within 10 days of enrollment.
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.

At PS 50x, the ELL Coordinator plans the ELL Parents Orientation meeting, prepares the agenda, and mails ELL parents the entitlement letter which includes the date, time, and location for the meeting. Attached to this letter are the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the native language. The video is followed up by a Question and Answer session. In addition, brochures are

distributed in the native language that explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they do not make a selection, the student's ELL program defaults to TBE as per CR154. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS within 20 days. Attendance records are maintained. At this time, our community is asking mainly for a Freestanding ESL Program. However, we do keep a record of those parents who are choosing TBE or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will reach the parents via telephone to ask them if they are still interested in having their children in a bilingual class and we will proceed to place students accordingly.

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 with Parent Survey and Program Selection Form attached are sent home with the student. Parents are invited to attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the ELL Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The ELL Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected, they are placed in a binder maintained by the ELL Coordinator.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After attending the Parents Orientation and filling out Program Selection Forms, we look at the parent choice and we place the student accordingly. If parents do not select a program, the students are placed in Freestanding ESL because our school does not currently have enough parent requests for TBE. If parents choose a program that is not offered at the time by the school, outreach will be made to DOE central offices to assist in finding a placement in another school where the program is being offered. A Placement Letter is mailed to parents confirming child's placement in ELL program according to their selection. We make two copies of these letters. One copy is sent home with the student. The second copy is for our school's records, kept in a binder maintained by the ELL Coordinator. For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator.
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.
Every year in the Spring, as mandated by New York State, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still eligible to receive services. The school forms an ELL team which includes ESL and Bilingual Teachers, ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until All ELL information appears correctly. She also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. Students who are eligible to take the NYSESLAT are identified through the RLER report. A schedule is created by the ELL Coordinator and the ELL team so that all ELLs are tested individually in Speaking. We ensure that the speaking test is not administered by the child's classroom teacher. During the NYSESLAT testing window in the Spring, another schedule is created so that each grade band is tested in listening, reading and writing, generally in consecutive days. SWD's are given a separate location and the accommodation required by their IEP if applicable. Students who are absent during any portion of the testing are given make-up dates. Parent notification of the testing dates is sent out to parents.
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. 

At present, our community is choosing the Freestanding ESL Program and this is the program offered at our school. This program is aligned with parent program requests. After reviewing the Parent Survey and Program Selection Forms for the past few years, it is evident that the majority of the parents are selecting the Freestanding ESL Program as their program of choice. More than 80% of ELL parents chose the Freestanding ESL Program. Parents who choose TBE or DL programs are kept on record in an excel spreadsheet and stored in the ESL data binder.

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])?

Currently P.S. 50 has a Freestanding /Self-Contained English as a Second Language Program for grades 3 through 5. The Freestanding ESL Program consists of a middle school block model where the class travels together as a group. However, the third grade class has a Lead Teacher model for the corresponding subject area math or literacy. Social Studies and Science are taught by content specialists. The 3rd grade literacy teacher is ESL/ Common Branch certified. An ESL certified teacher teaches 4th and 5th grade math. Literacy for 4th and 5th grades are supported by small group instruction with an ESL certified teacher.

P.S. 50 services 21 ELL students. Of the 21 ELL students, 13 students are in our Freestanding Self-Contained ESL Program and receive services through the classroom teacher, 8 of the children are Students with Disabilities (SWDs) and are enrolled in self-contained classes. ELL -SWDs are serviced by our ESL Student Pull-Out Program and are serviced by the ESL pull-out teacher.

Two students out of the total of 21 ELL population are SIFEs, who came with very little or no formal education from their native homeland.

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)?

English Language Learners who have been identified as Students with Disabilities (SWDs) have an assigned ESL Certified Teacher who works closely with the classroom special education teachers to provide language and content area support to these students. These students are receiving ESL/ELA services in accordance with Title III Part 154 ESL mandates: 360 minutes of ESL instruction for Beginner and Intermediate ELLs (8 periods of 50 minutes per week) and 180 minutes of ESL/180 minutes ELA instruction for Advanced ELLs.

During the daily 90 minutes allocated to ESL/Literacy/Writing in the Freestanding Self-Contained ESL Program, ESL teachers in grades 3 use ReadyGen and Readwell. ESL teachers in grades 4-5 use ReadyGen and 100 Book Challenge. The allotted time is divided as follows:

- 10 minutes for reading aloud with a purpose/objective (mini-lesson).
- 25-35 Guided Reading and Writing with ReadyGen.
- 20 minutes for ESL strategies.
- 30 minutes for Independent Reading for 100 Book Challenge/Small Group Instruction with Readwell.

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.

Content area instruction is delivered as follows:

For Freestanding ESL Program- Language of instruction for Math, Science, and Social Studies is in English and each ESL class has a part-time paraprofessional. Our math program is Go Math!. Our Science program uses Hartcourt and access to science based classroom libraries. For Social Studies instruction we use Houghton Mifflin and access to social studies based classroom libraries.

Content area instruction for ESL is delivered using the following strategies: scaffolding, modeling, bridging from prior knowledge, using graphic organizers, multisensory approaches, schema building, and metacognition. Higher Order Thinking Questioning Skills (HOTS) has been the thrust for this year. Cooperative learning is also an integral component to maximizing student engagement.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school does not currently have a bilingual program; however, materials are available in the students' native language in content area such as math, social studies and science. If needed, they are evaluated in their native language using these resources.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
As evidenced by the results of the NYSESLAT, ELA, DRA, the new wave of ELL students who are entering our school ESL program are coming in with an extremely low level of literacy in their second language. Due to this reason, the school devotes a content block to ESL differentiated instruction which includes focus vocabulary, building background knowledge, accessible materials and small group instruction.

In order to ensure that ELL students meet the common core standards and pass the required 3rd, 4th and 5th grade state assessments, our ELL programs are aligned with the common core curriculum and are supported by an ELL Instructional and other Support Specialists who provide in-class support to teachers of ELLs. All ELL students are invited to our before and after school program where they are continually evaluated both formally and informally in speaking, listening, reading and writing. ELLs oral language is assessed informally by their teachers throughout the year using daily class observation forms, conference notes, oral presentations, guided reading groups and daily Kagan cooperative learning assessments. ELLs writing is assessed through performance tasks with a school created rubric. Reading is assessed through F&P, DRA, Readwell and ReadyGen. The ELL Coordinator ensures that the data derived from the assessments is collected and analyzed accordingly by the ELL inquiry team.

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).

SIFE and newcomer students receive support throughout the day and include: a part-time paraprofessional in the classroom, small group leveled literacy instruction, small class size and pull-out instruction by an ESL certified teacher. ELLs who have been receiving services for 4-6 years and long-term ELLs have a part-time paraprofessional in the classroom and receive small group instruction in literacy and content areas and as needed. Former ELLs are placed in the classrooms with certified ESL teachers and receive all accommodations afforded to current ELL students.

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

Some of the differentiated instructional strategies used by teachers of ELLs include: modeling, scaffolding, using listening centers and books on CD/Internet, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general education classrooms do, but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level, phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids, charts, graphic organizers and manipulatives. Cooperative learning structures are incorporated throughout the day in order to maximize student engagement and foster listening and speaking development. Hands on activities help provide access to academic materials.

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?
ELLs-SWDs spend time with general ed peers during ESL instruction. Student groups are differentiated according to their level of English proficiency. Since grouping is based on skills versus classification, there are flexible groups of general education and special education students working together. In the fourth grade, we have ELLs-SWDs in Integrated Co-Teaching classes where 60% of the students are general ed students and 40% of the students have an IEP that calls for team teaching. Some of our IEP

students are mainstreaming in general education classes for the subject areas of ELA and Math. ELLs-SWDs also spend time with non-disabled peers during physical education, lunch, and participate in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELLs- SWDs. Two common preps have been built into the teachers program so they can meet as grade teams each week. Additionally, teachers meet one time per week to explore cooperative learning structures. A common prep has been built into the program for Special Ed Department meetings and for ELL Department meetings throughout the school year. An after school ESL program is established to provide extra support beyond the classroom with emphasis on state test practice in both ELA and the NYSESLAT.

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 |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

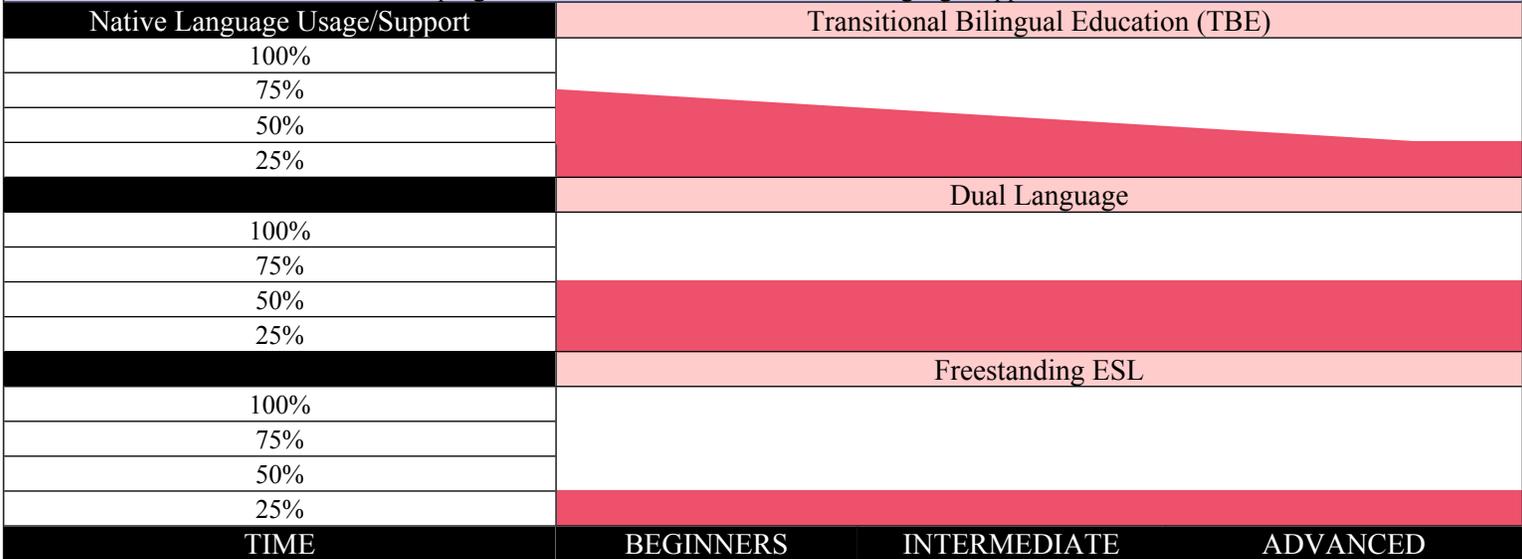
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how the policy helps to promote the implementation of differentiated instruction throughout the grades. In addition, each year during the first two months of the school year, the ELL Team including a representative from RBERN analyzes the previous years' NYSESLAT scores to evaluate ELLs and create an inquiry team. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in third grade....) as well as modalities. Next, the Team re-groups students according to the areas that need specific remediation based on the NYSESLAT scores. Finally, the team matches resources and providers' strengths to students' deficits and are assigned tasks accordingly. Furthermore, during the first two months, the ELL team analyzes ELL students' data to identify ELLs at risk. ELLs identified at-risk work with an ESL/RTI teacher for reading and in an extended day afternoon block.

- Individualized and small group instruction is based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL RTI team during the school day and other ELL trained personnel during our extended time.
- An extended day ELA and Math Program focuses primarily on ESL/Literacy and Math Concepts. P.S. 50 ELL extended day program services ELLs who are required to take the 3rd, 4th and 5th grade New York State ELA exam. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT, NYS Math and ELA exams.
- An ELL after school program focuses on strengthening ELL students' knowledge and content-related language in Math, ELA, Science, and Social Studies. The students' native language(s) is used to clarify concepts/ideas as needed and whenever possible, during small group instruction and in the classroom if necessary.

Small class sizes and a part-time paraprofessional for each ELL class help all ELLs receive targeted intervention and support throughout the day.

To continue transitional support for ELLs reaching proficiency level on the NYSESLAT, ESL teachers will continue teaching former ELLs in Self-Contained ESL classrooms for two or more consecutive years after passing the NYSESLAT. For former ELLs exiting our Pull-Out ESL program, the ELL Team will make sure to provide training to Non-ELL teachers on how to apply best instructional practices for ELLs that correlate to CCLS. Professional development is offered throughout the year highlighting best ELL practices, aligning ELL classrooms to the common core and differentiation. In addition, a member of the ELL team will be present at meetings to share his/her ELL expertise with non-ELL colleagues. The ELL Team will also maintain an open policy for any member of the school community to join us during our ELL Weekly Staff Development. Finally, former ELLs are mixed with some high functioning 4 to 6 years ELLs for our Extended Time. In addition, former ELLs will have the allowed testing modifications for two years after exiting the ELL status.

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

Our current program meets the needs of our ELLs by providing ESL instruction by a certified teacher for both literacy and math as well as targeted small group instruction focusing on language development. Both extended day, before and after school programs are targeted to ELLs. ELLs-SWD's and at-risk ELLs receive small group data driven reading instruction. Monthly and on-going assessments are conducted in all content areas including Science, Social Studies, Math and ELA. The data is reviewed and analyzed by the ELL and School Leadership team on a monthly basis. State test results including NYSESLAT, Math and ELA are evaluated at the beginning of the school year and programming and instructional decisions are based on this data.

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

Starting this year and continuing for the upcoming school year 2014-2015, PS 50 is seeking to improve our services to ELLs by including part-time paraprofessionals in each classroom. Our plan is to increase adult:student ratio. Additionally, we are decreasing class sizes to maximize small group instruction. We are in the process of purchasing a computer program that is accessible in school as well as at home to include a blended learning program. Smart boards are being purchased to present

information to the children that integrate technology throughout the instructional process. The school will be implementing such computer programs as Successmaker, Datacation, School Pace, Think Central, Go Math as well as literature programs in Ready Gen. We also want to strengthen the writing skills of our students by providing modeling and teaching students using the CCLS for writing, focusing on informational writing using rubrics. We are also focusing on higher level thinking questions which will impact academic rigor.

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

At this time, PS 50 is not planning to discontinue any programs for ELLs. Although PS 50 is a phase-out school, we will continue to provide specialized and effective instruction for ELLs as needed.

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

ELLs at PS 50 are afforded equal access to all school programs. This school year, with Title III funds, we will provide ELLs with a before school program that will take place from January 2014 to May 2014. Students will be focusing on strengthening their reading, writing, and math skills. All ELLs are included in the extended day program. We will also have test preparation and practice for the ELA and Math exams in an after school program which currently has 12 out of 21 ELLs represented. ELLs are also invited to participate in all after school programs sponsored by Children's Aid Society. Letters are sent home to all ELL parents in both English and the native language inviting the students to the programs.

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

We are in the process of purchasing a computer program that is accessible in school as well as at home to include a blended learning program. Smart boards are being purchased to present information to the children that integrate technology throughout the instructional process. The school will be implementing such computer programs as Successmaker, Datacation, School Pace, Think Central Go Math!, as well as literature programs in Ready Gen. We also want to strengthen the writing skills of our students by providing modeling and teaching students using the CCLS for writing, focusing on informational writing using rubrics. We are also focusing on higher level thinking questions which will increase academic rigor.

To support ELLs, the school employs a variety of instructional materials. At risk, SIFE and newcomer ELLs are also instructed in a targeted reading program entitled Readwell, in small groups during the day by an ESL certified teacher in addition to Ready Gen in the classroom. ELLs on grade level use Ready Gen and 100 Book Challenge. Raz-kids and ReadingA-Z.com are used as supplemental materials and offers leveled content area readers for differentiated instruction.

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

At this point, a bilingual paraprofessional is in the 3rd and 4th grade ESL classrooms, as well as a certified Bilingual Teacher in 3rd and 4th grade. Reading material is provided in native language.

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

During the daily Literacy Block, ESL teachers in the Free-Standing Self-Contained ESL Programs use the CCLS aligned program, Ready Gen and a phonics/fluency/comprehension intervention program called Readwell. Ready Gen provides differentiated instruction for ELLs. Both programs are supplemented by 100 Book Challenge which focuses on independent reading with individualized Power Goals and conferencing. Go Math is a CCLS aligned program which has differentiated components for ELLs as well as native language resources. All grades use the NYC Scott Foresman Social Studies curriculum and are using Harcourt Science curriculum.

In regards to technology, all ELL classes and support teams will receive a Smart Board. Additionally, they will also receive iPads to support online management of documenting conferencing notes and student progress.

Materials used for instruction, services, support, and resources are at grade level and age appropriate. Services, resources, and materials used are aligned to the standards and are correlated to age/grade. All ESL/Bilingual teachers within each program are encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

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.

Since most of our newly enrolled ELLs come to our school in September, it is not possible for our school to offer assistance before the beginning of the school year. However, in September we provide an orientation for new students and their parents. We use a buddy system where we partner up newcomers with another student, preferably one who speaks the same language. We also give students a tour of our building and introduce them to the staff. This is on-going and occurs throughout the year for all newcomers.

18. What language electives are offered to ELLs?

Not Applicable

19. For schools with dual language programs:

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

Not Applicable

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.

The overall school schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL team conducts professional development during Common Prep times, Lunch and Learns and after school.

The school schedule has built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of the ELL team. In addition, the school ELL Coordinator offers ELL trainings to the Lead Teachers during their weekly meeting. Our ELL Coordinator and selected school ESL teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BESIS/RBERN as well as PD's through the network including instructional shifts, Danielson, UDL and aligning instruction to the CCLS. These PDs are then turn-keyed to the staff.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development on ELL related ATS and parent topics. The school's participation in the Turnaround for Children program aids in interpersonal communication skills for ELLs.

Fifth grade teachers and students meet with the Parent Coordinator to receive orientation packets about what to expect in middle school, how to choose a program that will better serve their needs, and how to adjust to the new environment. If possible, intervisitations are scheduled among students and teachers of ELLs. As ELLs transition from elementary to middle school, the school supports parents of ELLs by informing and encouraging them to attend middle school open-houses. In addition, the ELL Team in collaboration with the school Parent Coordinator assists ELL parents in the process of completing the middle school application. Parents are also encouraged to visit their child's future school and are informed to make sure the school has in place the services and programs that are suitable for the needs of their child. Once the child has been accepted to middle school, the parents receive a letter inviting them to come to school to receive their child's acceptance letter.

As stated in question number one, school staff will receive a minimum of 7.5 hours of in house professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, academic language development. These PD sessions are offered during After School PD, faculty conferences, Lunch and Learn sessions, and team meetings. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

The following is the list of ESL PD dates for the current 2013-2014 school year: 1. September-Math Differentiation using technology for ELLs, 2. November-Common Core and ELLs-The New Language Arts Progressions, 3. December-Interactive Read Alouds, 4. December- Inductive Word Method, 5. January-Listening and Speaking; demystifying the NYSESLAT, 6. February- Designing Coherent Instruction for ELLs: Language Objectives, 7. March-Math Language and the Common Core, 8. April- Academic Vocabulary.

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 Clara Barton School-P.S. 50x has a program for parents of ELL students titled, "Introduction to English As a Second" Language that meets once a week after school. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York State Standardized Tests, as well as ways to help with their homework.

PS 50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services.

In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

Based on parents' response, the school designs parent involvement programs that meet the needs of parents. Our school partners with several agencies and Community Based Organizations provide workshops and services to our ELL parents. Among one of those agencies is the Office of Family Engagement Advocacy (OFEA) which facilitates parent orientations and trainings on issues such as problem solving with ELL Special Education children. Another program is Children's Aid Society which offers after school activities including homework help, sports, enrichment and math and ELA support. The school continues to seek grants which will be beneficial to Families of ELLs.

The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. School Messenger was purchased to provide telephone calls home in the native language. The Parent Coordinator provides workshops / assemblies for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

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: Clara Barton PS 50**School DBN: 12x050**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|-------------------------------|-----------|-----------------|
| Kim Nohavicka | Principal | | 12/3/13 |
| Rose Ragone | Assistant Principal | | 12/3/13 |
| Sonia Caraballo | Parent Coordinator | | 12/3/13 |
| Erica Van Patten | ESL Teacher | | 12/3/13 |
| | Parent | | 12/3/13 |
| Veronica Gonzalez | Teacher/Subject Area | | 12/3/13 |
| Roxanne Holloway | Teacher/Subject Area | | 12/3/13 |
| Aida Valis | Coach | | 12/3/13 |
| Evelyn Nieves | Coach | | 12/3/13 |
| Wendy Turner | Guidance Counselor | | 12/3/13 |
| | Network Leader | | 12/3/13 |
| Vivian Mendez | Other <u>Related Services</u> | | 12/3/13 |
| | Other | | 12/3/13 |
| | Other | | 12/3/13 |
| | Other | | 12/03/13 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x050

School Name: Clara Barton

Cluster: 6

Network: 613

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

Part A: Needs Assessment Findings

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

At PS 50 we looked at the students' home language and at the parents' preferred language for communication noted on the HLIS and on ATS to determine the languages spoken by our parents. We also took the following actions:

- Reviewed Parent/Teacher Association's Records and Agendas
- Analyzed Previous Years Parent Coordinator's Files
- Referred to the Demography Section of the School SCEP and The NYC Department of Education School Report Card
- Consulted the Bilingual Teacher, ESL and Special Education Teachers, PTA President, Parent Coordinator and the ELL Coordinator
- Participated in PTA Meetings/Workshops and analyzed Languages Spoken by Attendees
- Conducted informal language surveys during Parent/Teacher Conferences
- Kept a log of parent incoming phone calls to the various school administrative offices needing interpretation assistance

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.

54 out of 181 of our school parent population speaks Spanish as their primary language. Many of these parents were calling the school's administrative offices requesting interpretation assistance. Many Mainstream Teachers, ESL Teachers and Special Education Teachers often rely on colleagues or support staff for written or oral translations. At the Parent/Teacher Conferences, many parents expressed the need for receiving written communications translated into the Spanish Language. The number of Spanish speaking parents attending PTA and Parent Coordinator's meetings has increased. Spanish speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school-related data pertaining to the academic growth of their children. Findings were reported to school staff at our monthly staff meetings. Parents were informed of the findings at our ELL Parents' Orientation Meetings, Principal Meetings, PTA Workshops/Meetings

and Parent Coordinator Workshops/Meetings. At these meetings, parents were provided with a translated version of the Parent Rights and Responsibilities document, which includes their rights regarding translation and interpretation services.

Part B: Strategies and Activities

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

- All written communication that is sent to parents by PTA, Parent Coordinator, main office, SBST Office will be translated into Spanish. For other languages we will use the translated versions of documents available on the NYC DOE website or we will seek assistance from the NYC DOE Translation and Interpretation Unit.
- Provide written Spanish translation for all NCLB and CR Part 154 mandated communications.
- Translate information related to Extended Day Programs being offered, as well as other academic programs taking place in the school.
- Facilitate written translation to inform parents about school activities designed specially for them.
- Provide translated information about students' academic performance and approaches for improvement.
- Avail translated materials explaining ways parents can access online students' and school data.
- Provide translated grade level monthly curriculum maps for all subject areas.

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

- The school ELL Coordinator, Parent Coordinator and Bilingual Personnel will support PTA and the Parent Coordinator to provide oral translation at every meeting/workshop held.
- Oral translation/interpretation services will be available, as needed, during Parent/Teachers Conferences
- Oral translation/interpretation will be provided at every Parent-Staff Member/Administration meeting, either having a translator physically present at the meeting or by contacting via phone the New York City Department of Education Translation and Interpretation Unit.
- Over the phone translation/interpretation will be available to parents, as needed.
- Available translation at registration and during parent conferencing regarding student conduct safely and discipline.
- A Spanish/English speaking translator will always be available at the main office to provide language assistance services.

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>.

The written translation and oral interpretation services, and procedures put into place at P.S 50 comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

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: Clara Barton PS 50 | DBN: <u>12bx50</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Total ELL's serviced: 36

An after school Beginner ELL extended day intervention program for twelve K-1 grade students who are performing below grade level and scored beginner on the LAB-R or the NYSESLAT. The objective of this program will be to move the ELLs one level on the NYSESLAT. Parents will be invited to support instruction for their child in this program and to acquire basic English skills through an adult ESL class on alternative days (see parental engagement). The program will meet two days a week (Tuesday and Thursdays from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher. An online reading program with leveled reading books (Readinga-z) and Empire NYSESLAT prep books will provide the material for this instruction.

An after school mid and upper grade ELL extended day intervention program for twelve 2/3 grade students and twelve 4/5th grade students who scored advanced and intermediate on the NYSESLAT. The objective for this program will be to move the ELL's one level on the NYSESLAT. This program will meet two days a week (Tuesday and Thursday from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher and a common branch teacher. For the 4/5 program, the ESL teacher will rotate instruction with the common branch teacher. An online computer reading program that provides individual student tracking of reading subskills (razkids) and Empire NYSESLAT prep books will provide the material for this instruction.

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: Six ESL and bilingual certified teachers will meet 3 times after school for 1 hour during the school year to work with the BESIS specialist, Sara Martinez, in order to gather data and implement an action plan for ELL students based on the AMAO estimator tool. Topics will also include differentiation and alignment to Common Core Curriculum for ELL students. The dates will be the last Wednesday in January, February and March.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: ELL parents have expressed interest in an adult ESL program, so an after school adult ESL program on Thursdays from 3-4pm for 10 parents will run for a total of 16 weeks. In past programs, retention was a factor so the program will run in increments of 4 weeks. The first 4 weeks will be an beginner program and weeks 4-8, 9-12, 13-16 will be a beginner/intermediate program requiring parents to re-enroll and the waiting list to be honored. This will allow a chance for all interested parents to participate. The program will run during one of the same days as the k-1 after school program so that the parents have the opportunity to learn English with the children for a portion of the class. The class will cover a different theme each week (family, home, shopping, etc.) and allow for a computer component. The class will be taught by Erica Van Patten, an adult and K-12 certified ESL teacher. Letters will be sent home informing parents of the program. Materials are already available for the adults, but an online leveled reading program (Readinga-z) will provide materials for parents to bring home and support home literacy in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |