



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FRANCISCO OLLER C.S 61
DBN (i.e. 01M001): 12X061
Principal: PATRICIA QUIGLEY
Principal Email: PQUGLE@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: ROXAN MARKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Patricia Quigley	*Principal or Designee	
Crystal Quiles	*UFT Chapter Leader or Designee	
Shanovia Harrison	*PA/PTA President or Designated Co-President	
Wanda Johnson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stacy Campo	CBO Representative, if applicable	
Marcelline Jackson	Member/	
Heyda Melendez	Member/	
	Member/	
Krystal Davis	Member/	
Lisa Garcia	Member/	
Beverly Emers	Member/	
Denise Melendez	Member/	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 12X061

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	355	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.3%	% Attendance Rate		92.7%	
% Free Lunch	85.7%	% Reduced Lunch		8.4%	
% Limited English Proficient	6.2%	% Students with Disabilities		24.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		24.3%	
% Hispanic or Latino	75.2%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	13.17	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		3.0%	
% Teaching with Fewer Than 3 Years of Experience	9.1%	Average Teacher Absences		6.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.4%	Mathematics Performance at levels 3 & 4		18.1%	
Science Performance at levels 3 & 4 (4th Grade)	84.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		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.						
School has embraced implementation of the Common Core Learning Standards and exceeded Citywide Instructional Expectations in terms of aligning their curriculum and completing units of study. (1.1) School leaders strategically mobilize resources to support teaching and learning to increase student achievement. (1.3) Teachers and school leaders effectively analyze information on student learning to adjust instructional decisions at the team and classroom levels. (2.2)						
Describe the areas for improvement in your school's 12-13 SCEP.						
The lack of a school-wide forum on the shared beliefs about how children learn best prevents the strategic use of these ideas as levers at the team and school-wide level for making pedagogical and curricular decisions. There was inconsistent evidence of student ownership of work, preventing students from breaking out of the structure of their assigned group to pursue exploration or inquiry that would provide them with an experience of independent learning. The school has not yet incorporated a teacher/peer component into the use of short, frequent cycles of classroom observations, thus limiting the potential to mobilize the collective pedagogical capacity of the staff to leverage improvements in teacher effectiveness that will impact achievement of all students. The lack of this peer component may limit the potential for teachers to take full ownership of their professional learning and instructional effectiveness. A lack of synergy, however, between the Child Study practice, teacher effectiveness cycles of observations with feedback and the teacher teams' work of developing curriculum results in missed opportunities for school leaders to learn in a more strategic way what teachers need to learn to support student mastery of Common Core Learning Standards. The lack of teacher leaders on the Cabinet limits the transparency of the process by which school leaders evaluate curricular and instructional practices.						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
As teachers worked to understand more rigorous "Units of Study" across our classrooms, they struggled with first understanding the higher demands of these CCLS aligned units. Focus in this area lead to higher quality instruction overall, however the consistency among classrooms of remained a challenge. Ongoing Professional development was implemented to address this issue. Implementing Flexible Grouping schedule where Students with IEP's were placed in the least restrictive environment possible created challenges of teachers needing more supports and strategies to enable all students to access the demands of the CCLS. As a school community we worked together to address needs, identify adjustments and provide support as necessary.						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Our school received ratings of Proficient for all indicators on our Developing Quality Review Report.						
Were all the goals within your school's 12-13 SCEP accomplished?				X	Yes	No
If all the goals were not accomplished, provide an explanation.						
N/AX						
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.				
Numerous new initiatives all at once create challenge in being able to successfully address all aspects of each with the sufficient depth that we would like to.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
To increase the number of students with disabilities who make more than 1 year AYP. To increase the number of English Language Learners who make more than 1 year AYP.				

To increase the number of “bottom third” students who make more than 1 year AYP.

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

At C.S.61 we pride ourselves on our welcoming and wholesome school culture. Transparency and collaboration have been critical to our successful work environment, and based on our school’s best practices from previous years, Our school leaders continue to collaborate with all stakeholders in our school community through discussions and planning begun during our 2013 Summer Institute; and continued throughout the year, during our School Leadership Team meetings, Inquiry meetings and Principal’s cabinet meetings which included grade leaders, coaches and other school leaders.

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

We believe that students learn best through purposeful, engaging instruction tailored to their identified needs. Teachers meet at least twice per week to purposefully plan, carefully using formative and summative assessment data to provide tiered activities with scaffolds so that all students can access the rigorous curriculum. Based on data, flexible groups are designed. Teachers are expected to use on the spot assessments and checks for understanding to gauge student progress and to inform teacher next steps

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

We will execute this theory of action through ongoing communication, monitoring, observation, data review, inquiry cycle and feedback .

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

- Through Professional Development, teachers and administrators have used the video resources available on ADVANCE and ARIS LEARN websites to develop a shared understanding of effective teaching practice and to norm expectations. Teachers are encouraged to reflect upon their own teaching practice; complete a self-evaluation based on the domains of the Danielson Framework and set goals for improvement of instructional practices.
- At the beginning of the 2013/14 school year Administration met with all teachers for individual planning conferences where action plans and teacher goals were developed and agreed upon through the lens of the instructional focus – ‘Using Scaffolding to help all students access the rigorous curriculum .’
- Principal’s Cabinet was expanded to include grade leaders from Kindergarten through grade Five in order to build capacity, ensure transparency and to evaluate curricular and instructional practices. Using the Danielson Framework, grade leaders and administration (Principal’s Cabinet), have been involved in Learning Walks in order to identify ‘best practices’ and address areas of weakness based on the Danielson Domains.
- As part of our collaborative culture, at our 6-week Child Inquiry Study meetings, all stakeholders, teachers, service providers, Children’s Aid Society staff and school leaders articulate information on the ‘whole child’ and work together to make adjustments to services, instruction and other supports as determined through this collaborative process.
- Structured school day schedule to include CBO support which facilitates teacher team collaboration
- Instructional paraprofessional assigned to each grade level to support small group instruction and response to intervention.
- Developed Summer Institute to expose teachers to new curricula
- Visual Thinking Strategies partnership across all grades designed to develop teacher practice
- Set aside funds for a Data Specialist to monitor student progress through the Student Assessment Monitoring System (SAMS) and make adjustments to the system based on current instructional expectations.
- Hired an additional assistant principal to assist in development of teacher pedagogy and monitoring of academic growth of special student populations.
- Provided coverage for teachers to participate in Core Knowledge Language Arts Pilot program for grades Pre-K to 2.
- Continued small group instruction schedule to provide time for skill specific small group instruction based on student assessments.

- Partnerships which build upon the academic program and address the diverse needs of our population:
 - Children’s Aid Society (CAS)
 - Archery
 - Roots of Empathy
 - City Connect (Harvard Program)
 - Barnes & Noble
 - Visual Thinking Strategies (VTS)

- Unique flexible scheduling in order to provide all students access to rigorous common core aligned curricula in their least restrictive environment.
 - Ongoing parent workshops to provide parents with information and strategies to increase achievement of student with disabilities.
- Daily small group instructional period across grades 3 – 5. Groups are assessed and revised on a bi-weekly basis. All stakeholders are mobilized to work with small groups.
- Student Assessment Monitoring System (SAMS) which allows us to evaluate and adjust curricula and instructional practices based on student needs (by grade, class or individual student).
- Parent Accountability Rubric which assesses parent in the areas of: Student attendance and punctuality, homework, uniform, parent participation and communication.

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

Our annual New York City Progress report for the 2012-13 school year, was rated at a Level **B**. Our Alternate Quality Review: Developing Quality Review for the same time period was rated as **Proficient**.

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

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

Major Recommendation

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

NYCDOE Alternate Quality Review: Developing Quality Review Report , 2012-2013 , pg. 5 states “Make the process by which school leaders and faculty evaluate and adjust curricular and instructional practices in response to the expectations of the Common Core Learning Standards more purposeful and transparent by building alignment between what is taught and how it is taught.”

Review Type:	AltDQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	E
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

To strengthen system by June 2014 to evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school to be reviewed and revised if necessary on a quarterly basis.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
 1. Teacher Teams meet regularly both as formally scheduled as well as informally during lunch periods and after school hours to plan units of study, discuss specifics of lesson plans, share analysis of student work and adjust instruction based on student assessments.
 2. School Leaders expanded cabinet participation to include Teacher Grade Leaders to increase transparency and synergy allowing for school leaders to be more strategically informed about teacher needs in order to enable all students to access rigorous CCLS curricula and to collaboratively evaluate curricular and instructional practices, participate in adjusting the school vision and mission, sharpen our instructional focus and set instructional goals for our school.
 3. School leaders and teachers attend professional development in and out of school , monitor teacher team meetings, student progress, conduct observations and debrief with cabinet in order to sharpen focus on building alignment and coherence across grades and subjects between what is taught and how it is taught.
 4. School leaders and teachers will evaluate student assessments and performance tasks to determine what adjustments to curriculum and instruction need to be made, as well as identifying which students need additional instructional support provided outside of the regular school day.
 5. School leaders and lead teachers met during the Summer to plan for implementation of new curriculum as well as developing professional development plan based on previous years data and information including training teachers during Summer Institute held at school during vacation.
- **Key personnel and other resources used to implement each strategy/activity**
 1. Principal, Assistant Principals, Coaches, Data Specialist , Support Staff, Grade Leaders and Teachers conduct and participate in these meetings using Student Work Protocols, take minutes and follow up to ensure cohesive alignment across the grade/school.
 2. Principal, Assistant Principals, Coaches, Data Specialist, Teacher Grade Leaders and CAS staff.
 3. Principal, Assistant Principals, Coaches, Data Specialist, Teacher Grade Leaders
 4. Principal, Assistant Principals, Coaches, Data Specialist , Staff, Grade Leaders and Teachers
 5. Principal, Assistant Principals, Coaches, Data Specialist, Teachers
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Specific students are identified based on multiple sources of assessment data. Student progress is monitored at each subsequent cycle of review and additional recommendations are made if necessary.
 2. Minutes from Cabinet meetings will be documented and shared with all staff enabling increased transparency and synergy throughout school community.
 3. Curriculum Maps, Student Work Samples, Lesson Plans, Teacher Observations and Feedback demonstrate horizontal and vertical alignment.
 4. Data Specialist will conduct an analysis of assessment data to determine which students need additional instructional support to be provided during after school and

holiday breaks in order to raise their level of achievement.
5. Professional Development held during Summer Institute for Staff focused on new Core Knowledge, Ready Gen and GO Math! Curriculums.
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 to June 2014 with reviews every six weeks 2. September 2013 to June 2014 weekly basis 3. September 2013 to June 2014 minimum of monthly basis 4. February 2014 to May 2014 5. July 2013 to October 2013
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Schedule teacher programs to allow time for teachers from each grade to meet together more than once a week; Use of CBO (Children’s Aid Society staff to provide coverage to support teacher schedule changes. 2. Teachers schedules adjusted to allow for Grade Leaders to attend cabinet meetings and participate in Learning Walks 3. Use sub to cover teachers for off-site professional development: 70 per diem rate days (Title I Priority/Focus)(2.4) Off-site attendance fees for teachers and administrator: Curriculum and Staff Development (Title I Priority/Focus)(2.4) 4. Student Afterschool Program: 6 teachers X 60 hours (Title I Priority/Focus)(2.4) Student Afterschool Program: 1 Supervisor X 60 hours (Title I Priority/Focus)(2.4) General Supplies for the Afterschool Program: (Title I Priority/Focus)(2.4) 5. Summer Planning: 3 teachers X 30 hours (Roll TI Cor 91 PCh Svc (2.5) Summer Institute:1 Supervisor X 30 hours (Roll TI Cor 91 PCh Svc (2.5) Summer Institute:10 teachers X 10 Trainee Rate hours (Roll TI Cor 91 PCh Svc (2.5) Summer Institute:10 teachers X 10 Trainee Rate hours (TL Fair Student Funding (2.5)

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT	X	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).			
NYCDOE Alternate Quality Review: Developing Quality Review Report , 2012-2013 , pg.4 states “ The lack of a school-wide forum on the shared beliefs about how children learn best prevents the strategic use of these ideas as levers at the team and school-wide level for making pedagogical and curricular decisions. “			
Review Type:	Alt DQR	Year:	2012-13
Page Number:	4	HEDI Rating:	P

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	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.

To progressively develop a shared understanding of our school mission/vision, beliefs as to how students learn best, and instructional focus and to utilize these to evaluate and make adjustments as we implement the new curricula based on shared understanding of best practices.

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. School leaders utilize school-side forum to provide a variety of opportunities for all stakeholders to participate in the development and adoption of shared school mission/vision, guiding philosophy and instructional focus for 2013-14 school year.
2. Utilize Teacher Team meetings to analyze student work in order to make decisions about curriculum that yield high levels of student thinking and participation that result in meaningful work products. Provide opportunities to adjust Curriculum Maps and Lesson Plans to ensure purposeful decision making related to above philosophies.
3. Ensure that all stakeholders effectively implement newly adopted, rigorous common core aligned curricula (Ready Gen 3-5; Core Knowledge Pre-k – 2; Go Math Pre-k – 5) by providing tailored professional development based on observations and teacher goal-setting.
4. Infuse previous year’s best practices into lesson planning and curricula design to inform decision-making related to current curricula, which include; Teacher collaboration around the development of higher order questions to engage students and promote discussion; use inquiry based discussion to develop strategies which promote higher order thinking and vocabulary acquisition through the use of VTS, JGB strategies; checks for understanding and student reflection to inform unit revisions.
5. School Leaders and Coaches lead After School Professional Development sessions to review new curricula, norm teaching practice to Danielson Rubric in order to identify and implement best practices throughout all classrooms.

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

1. Principal, Assistant Principals, Coaches, Parent Coordinator, Leadership Team, All Staff
2. Teachers, Coaches, Assistant Principals, Principal
3. Principal, Assistant Principals, Coaches
4. Teachers, Coaches, Assistant Principals, Principal
5. Teachers, Coaches, Assistant Principals, Principal

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

1. Monthly review of documentation and discussion about how decisions relate back to mission/vision, understandings of how students learn best, instructional focus etc.
2. Teacher Team meeting agendas, student work samples, classroom teaching strategies, Curriculum Maps and lesson plans updated/adjusted for each unit on each grade demonstrate horizontal and vertical alignment throughout the school.
3. Monitoring of classroom observations which inform professional development needs, showing improved teacher practice along Danielson continuum, monitored in the ADVANCE system.
4. Classroom observations and teacher feedback sessions demonstrate teacher self-reflection using all components of Danielson Framework and previous year’s best practices.
5. Admin and teachers will agree on calibrated rating as to whether teacher practice in a video represents Highly Effective, Effective, Developing or Ineffective and discuss how they can use identified best practices in implementing new curricula and in instruction.

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

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. September 2013 to June 2014

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

1. School wide Staff Meetings, Grade Meetings, Teacher Team Meeting, Principals Cabinet Meetings, Child Inquiry Meetings, Professional Development
2. Utilize CBO(Children’s Aid Society) staff to assist in providing coverage as well as adjust teacher schedules to facilitate common meeting times for these activities
3. Principal and Assistant Principals will input data into ADVANCE system – No Additional Cost associated with this activity
4. Principal and Assistant Principals will conduct observations and feedback sessions -- No Additional Cost associated with this activity

5. Teacher Professional Development: 10 teachers X 28 hours (Title I Priority/Focus)(3.5)
 Supervisor Supervising Professional Development: 2 Supervisors X 28 hours (Title I Priority/Focus)(3.5)

Budget and Resource Alignment

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

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

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

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

NYCDOE Alternate Quality Review: Developing Quality Review Report, 2012-2013, pg. 4 states "Refocus the Teacher Effectiveness model on the primacy of providing actionable feedback to teachers, enabling them to improve their teaching practice and meet their professional goals."

Review Type:	Alt DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	P
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

To refocus implementation of ADVANCE Framework in order to strengthen actionable feedback to teachers, enabling us to capture strengths, norm instructional expectations and develop professional capacity assisting teachers in meeting their professional goals throughout the school year.

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. Administrators, Coaches and Staff continue to receive ongoing training in the ADVANCE Framework to improve teacher practice, understanding of instruction, planning and questioning to support student learning.
 2. Incorporate a teacher/peer component into the use of short, frequent cycles of classroom observations and learning walks in order to mobilize the collective pedagogical capacity of our staff.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Principal, Assistant Principals, Coaches, Data Specialist, Teacher Grade Leaders
 2. Principal, Assistant Principals, Coaches, Teacher Grade Leaders
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Monthly professional developments, monitored by administration for implementation and adjustments to instruction and observations logged into Advance system.
 2. Documentation from peer observations and learning walk feedback to demonstrate increased progress towards greater pedagogical capacity.
- D. Timeline for implementation and completion including start and end dates**
 1. September 2013 to June 2013
 2. September 2013 to June 2013

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Use sub to cover teachers for off-site professional development: 70 teacher per diem rate days (Title I Priority/Focus)(4.3)
 2. Teachers schedules adjusted to allow for Grade Leaders to participate in peer observation cycles

Budget and Resource Alignment

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

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

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

	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 #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).

NYCDOE Alternate Quality Review: Developing Quality Review Report , 2012-2013 , pg. 5 states" the school leaders and faculty lack a sharp focus on building alignment and coherence across grades and subjects between what is taught and how it is taught"

Review Type:	Alt DQR	Year:	2012-13	Page Number:	5	HEDI Rating:	P
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

To build consistent vertical and horizontal alignment of teacher practice as it relates to our Instructional Focus of providing scaffolds to enable all learners to have equal access to cognitively rigorous and engaging curricula fully aligned to the CCLS.

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. Members of Principals Cabinet meet to conduct learning walks and to review student work to identify trends across classes or grades to make recommendations for consistency across classes and grades
2. Utilize data from above cabinet discussions to assign resources, supports, professional development and identify relevant scaffolds to positively impact teacher practice based on identified student needs.
3. School wide community Use Child Inquiry Study meetings held every 6 weeks to collectively reflect on impact of previous discussions and recommendations made, review new student work, and make additional adjustments based on student data ensuring that they consistently connect back to school philosophies and identified focus
4. Provide additional support for grade 3 to 5 students in flexibly grouped after school and during spring break intervention and enrichment sessions.

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

1. Principal, Assistant Principals, Coaches, and Teacher Grade Leaders
2. Principal, Assistant Principals, and Coaches

3. Principal, Assistant Principals, Coaches, Data Specialist , Support Staff, Grade Leaders and Teachers
4. Assistant Principal, Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Evidence of meetings held with documented identification of trends and consistency issues
2. Teacher Observations and Feedback, Planning Conferences, Self Assessments, Trending Meetings, and Professional Development Logs reflect appropriate supports provided.
3. Collected student work and data demonstrating teacher strategies used and implementation of these strategies or resources and their positive impact on student growth.
4. Assessment data collected is used to monitor student progress toward academic achievement. Effectiveness is measured through cycle of Inquiry conducted by teachers throughout the execution of lessons. (Assess, form Groups, Adjust lesson, Re-teach, Re-assess.)
D. Timeline for implementation and completion including start and end dates
1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Adjustments to teacher schedules, allowance of time for coach and administrative for Learning Walk
3. Administrator and Coach supports to assign, monitor and assess teacher practice and student achievement
4. Teachers schedules adjusted to allow for Child Inquiry Meeting to occur.
5. Afterschool/Recess Program: 7 teachers X 40 hours (Title I 1003 (a))(5.5)
Afterschool/Recess Program: 1 Supervisors X 40 hours (Title I 1003 (a))(5.5)
General Supplies for the Afterschool/Recess Program: (Title I 1003 (a))(5.5)

Budget and Resource Alignment

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

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).										
According to the 2012-13 Learning Environment Survey, the percentage of parents who completed the survey is below the city average (pg. 4). The city average was 54% while our school's average was 41%.										
Review Type:	Learning Environment Survey	Year:	2012-13	Page Number:	4	HEDI Rating:	NA			

Tenet 6: Family and Community Engagement

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

To increase parent engagement in order to promote shared responsibility, commitment and ongoing dialogue to make the school a better place for learning.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Continue to provide parents extensive written and verbal comprehensive feedback regarding their child's educational process, including developing strategies together to strengthen home-school partnership.
2. Implement parent interest survey and use results to provide professional development opportunities for parents in collaboration with CBO Children's Aid Society and other partnerships based on needs expressed.
3. Continue to provide various opportunities for parent engagement and involvement as partners throughout the year. For example, ESL workshops and referrals for parent classes, computer training/ access (ARIS, SAMS, educational programs used by students, Very Important Parent Night, assemblies, extended parent teacher conferences, school newsletter, Parent Accountability Rubric, Cookshop etc.

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

1. Principal, Assistant Principals, Coaches, Teachers, Parent Coordinator, Parent Guardian Association, All Staff, Children's Aid Society
2. Principal, Parent Coordinator, Children's Aid Society
3. Principal, Assistant Principals, Coaches, Teachers, Parent Coordinator, Parent Guardian Association, All Staff, Children's Aid Society and partnerships with various organizations.

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

1. Data from teachers and Parent Coordinator on parent attendance and contact logs
2. Data from Parent Interest Surveys and evidence that data of involvement in identified interest areas
3. Attendance at parent/family events will show increased participation

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

1. September 2013 to June 2014

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

1. Adjustments to teacher schedules, allowance of time for coach and administrative support for parent training, use of Children's Aid Society staff for translation purposes
2. Scheduling meetings at various times during the day and evening to accommodate parent schedules
3. Scheduling meetings at various times during the day and evening to accommodate parent schedules

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Programs include Foundations, Soar to Success, Voyager, Great Leaps, Project READ and guided reading groups as part of a pull out support program. Students are also assigned to Acuity individualized tutorials based on their needs. Students receive differentiated instruction and work on phonics, vocabulary, fluency, comprehension, and writing skills. The READ program works with our Kindergarten and First Grade students to develop specific reading strategies	A pull out model for K-5 students by support teachers and paraprofessionals. For 1 period each day, all 3rd, 4 th and 5th grade students are divided into groups of 8-10 for reading and writing strategy instruction.	During the school day and after school.
Mathematics	Math intervention is provided for all students in grades 3-5. ; Strategies for problem solving, test strategies and computational skills are the focus. Computer programs are also used to individualize instruction. Students also participate in Stock Market Game for enrichment opportunity.	Students are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support. For 1 period each day, all 3rd, 4 th and 5th grade students are divided into groups of 8-10 for math strategy instruction.	During the school day and after school
Science	Science content is supported throughout the literacy academic intervention programs such as: Soar to Success, Voyager, and guided reading groups as part of a pull out support program. Students receive differentiated instruction and work on development of science vocabulary, comprehension, and inquiry skills	Students identified as needing additional support in Science, are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.	During the school day
Social Studies	Social Studies content is supported throughout the literacy academic intervention programs such as: Soar to Success, Voyager, guided reading	Students identified as needing additional support in Social Studies, are divided into small groups and are pulled out by paraprofessionals and teacher support	During the school day

	<p>groups as part of a pull out support program. Students receive differentiated instruction and work on development of Social Studies vocabulary, comprehension, and global skills.</p>	<p>staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Provide counseling to students who are at risk for academics and behavior. Students are referred to PPC by classroom teachers and then are monitored by the social worker. Every 6 weeks, student progress is discussed at Child Study meetings with teachers and administrators.</p>	<p>Students identified as needing additional support in At –Risk Services, are divided into small groups and are pulled out by the DOE Social Worker and CAS Social Worker, who provide intervention services on a pull out basis.</p>	<p>During the school day and after school</p>

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

6. All elements of the *All Title I Schools* section must be completed*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.

Strategies for attracting Highly Qualified Teachers (HQT)

Ways that Highly Qualified Teachers can be recruited to our school include, supportive administration, competent mentor support, smaller class size, and a desire to make a difference.

Supportive Administration

Highly Qualified Teachers understand that a supportive principal and administration are vital in making schools into true learning communities. Our school shows respect for educational decisions, and cares about and services all students, those who are at risk as well as accelerated students. Common planning time is built in to the daily schedule where teachers meet on grade level and plan together. Additionally, new teachers at our school are provided highly qualified mentors, and opportunities for quality professional development both on and off site. All teachers are encouraged to research and participate in off-site professional development opportunities and are expected to share best practices by presenting the information gathered to the entire staff at our professional development meetings.

Smaller Class Size

It is our goal to maintain reduced class size, appealing to teachers' dedication to the profession and the challenge to make a difference by providing an environment that is conducive to maximizing student-teacher interaction and student growth.

Certification Requirements

We must recruit highly qualified teachers who meet all certification requirements.

Background Research

Check references, previous employment, certification requirements of potential candidates to identify most qualified candidates.

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).

Professional Support

As a school we participate in numerous high quality professional development opportunities such as Network PD, ADVANCE system for teacher evaluation, Core Knowledge Pilot program that include PD for grades Pre-K to 2; Professional Development by Ready Gen and Go Math, etc.

Mentors with expertise in dealing with challenging students and demanding curricula are available to offer support that the teachers need. New teachers have time built into the schedule for frequent visits with mentors to observe strategies that are modeled and practiced as well as opportunities for inter-visitation to classrooms of master teachers to observe best practices. These mentors also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The consolidation of funds allows schools to flexibly and effectively allocate and spend funds for all mandated programs for example: Students in Temporary Housing, Head Start Programs. Budgeting and spending are carefully monitored to ensure compliance among all programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our school has a Pre K program already in our program. Partnership between our school and Tremont Crotona Day Care assists in allowing for a smooth transition for many of our students. Staff from the Tremont Crotona Day Care Center participate in workshops and events held at our school.

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.

All decisions regarding curriculum and assessments are discussed in collaboration with Teachers, Grade Leaders, Coaches and Admin together.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

C.S. 61 PARENT INVOLVEMENT POLICY (PIP)

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

- continue to provide opportunities for parents to help them understand established accountability systems used to evaluate quality of decisions made as well as being active participants in the decision making process with an ability to make recommendations as needed. e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- continue to assist parents in collaboration with teachers to better comprehend our developing shared understanding of rigor and the Common Core Learning Standards in order to best support student academic achievement.
- develop a shared understanding of the Teacher Effectiveness Program used to develop professional capacity of our teachers moving towards the goal of having a highly effective teacher in every classroom.
- continue to provide parents with opportunities to be involved in strategic organizational decisions which impact SWD, placing them in the least restrictive environment possible, ensuring that all students have access to grade level texts and tasks to support their academic, social and emotional growth.
- continue to provide parents with opportunities for access to information to effectively participate as active members of the school team and understand the more rigorous expectations necessary for their students' continued academic success.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- providing varied opportunities for parents to become involved in a variety of ways in and out of school and providing opportunities for parents to understand how to best help their children with homework, academics and other supports as identified and needed.

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

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

- continue to actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- continue to provide opportunities for parents to help them understand established accountability systems used to evaluate quality of decisions made as well as being active participants in the decision making process with an ability to make recommendations as needed. e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- develop a shared understanding of the Teacher Effectiveness Program used to develop professional capacity of our teachers moving towards the goal of having a highly effective teacher in every classroom.
- continue to provide parents with opportunities to be involved in strategic organizational decisions which impact SWD, placing them in the least restrictive environment possible, ensuring that all students have access to grade level texts and tasks to support their academic, social and emotional growth.
- continue to provide parents with opportunities for access to information to effectively participate as active members of the school team and understand the more rigorous expectations necessary for their students' continued academic success.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

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

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

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

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

IV. 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;

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- 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;

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

Provide general support to parents by:

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

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

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

VI. 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 061
School Name Francisco Oller		

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 Patricia Quigley	Assistant Principal W Simmonds/EHarris/MJagtiani
Coach Heyda Melendez	Coach Jane Drexel
ESL Teacher Heyda Melendez	Guidance Counselor None
Teacher/Subject Area Marisol Rodriguez/General Educ	Parent Shanovia Harrison
Teacher/Subject Area Icene Lyttle/Special Education	Parent Coordinator Vernetta Boyd
Related Service Provider Esther Perez. Social Worker	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	337	Total number of ELLs	20	ELLs as share of total student population (%)	5.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	1

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	13		3	6		3	1		1	20
Total	13	0	3	6	0	3	1	0	1	20

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	2	5	3	2	4	3								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	2	5	4	2	4	3	0	0	0	0	0	0	0	20

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1	2		1									4
Advanced (A)		2	2	2	3	3								12
Total	2	5	4	2	4	3	0	0	0	0	0	0	0	20

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	2	1			3
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	4								4
5	3								3
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	2				2				4
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.

We use DRA Running Records, Core Knowledge Skills Assessments and Student Work Samples to assess early literacy skills. From the data collected, students are assigned to AIS services as needed and work with teachers in small groups to enhance vocabulary development and phonics skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT and LAB-R data shows 4 students in grade K and 1 who are performing at Beginner Level. 4 students from grades 1, 2 and 4 are performing at Intermediate Level and the majority of our students 12 across grades 1 to 5 are Advanced. Our ELL students perform better on the Speaking and Listening sections of the NYSESLAT. NYSESLAT results indicate need for more support in the reading and writing areas. The ESL teacher works on the reading and writing skills and AIS services are provided to support those areas.
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](#))

3. How the patterns affect instructional decisions:

Note: The state did not release the spring 2013 NYSESLAT scores in combined modalities; as a result, the RNMR, which is the ATS report that generates NYSESLAT scores in combined modalities is not available for the spring 2013 NYSESLAT. Analysis of our ELL population shows that many of our students are immigrants, new to our school and in lower grades. 13 of 20 students are in the ESL program for 0-3 years. As a result these students are stronger in Listening and Speaking and weaker in Reading and Writing. The weakness in the reading/writing proficiency levels leads us to emphasize reading and writing strategies with our ELL students. For the 2013/2014 school year we are using the Core Knowledge Listening and Learning strand to develop basic language, speaking, listening and critical thinking skills. We are also using the Core Knowledge Skills Strand to develop phonics, phonemic awareness, fluency and writing. Our ELA Reading and Writing programs provide a range of instruction that includes whole group, small group, centers and individual student work.

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?
4. Examining student results and using ELL Periodic Assessments:
 - a. The pattern that we notice across proficiencies is that our students are much stronger in speaking and listening. Our students who are advance level still struggle with reading and understanding higher level vocabulary and application of non literal contexts. We provide supports in a variety of ways such as bilingual glossaries/dictionaries, use of visuals, reading, rereading and restating questions. We have a freestanding ESL program and our students are in English speaking classes, therefore, most instruction is in English. Most of the testing is administered in English.
 - b. School leaders and teachers use the Periodic Assessments to help teachers differentiate instruction and to identify students' strengths and weaknesses. The teachers use the data to form small groups for instruction.
 - c. The Periodic Assessments also help identify students in need of AIS services. They also show us areas where our students are having difficulty such as writing with details, using academic vocabulary, understanding how to solve word problems and application of ideas. For students who are non native speakers of English in testing grades, translations of content area tests is offered. Where available, standard translated tests are requested and administered. When student requires test in a language that is not offered, appropriate translator is secured and all established protocols are followed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school gathers data from a variety sources (DRA's, Core Knowledge Skills assessments, Ed Performance, End of Unit tests etc). We use this data to form small groups, differentiated instructional activities and tiered academic intervention services. We evaluate the data we collect every 6 weeks and make adjustments to RTI etc.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that all ELL student's parents are met with and understand the different types of programs available to their students. Through this process 20 of our parents have chosen the Freestanding ESL program. Our teachers take consideration of the children's second language development by engaging them in different activities both during the school day and during after school activities. We provide real objects, clear visuals, content area dictionaries, individual and small group activities, use of technology etc. We meet every six weeks to discuss all student data and to make instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use data throughout the year, as well as data from interim assessments such as ACUITY, Ed Performance and standardized exams to determine how successful our programs are for our ELL students. Our ELL students make progress on the NYSESLAT -- moving from beginning to intermediate, intermediate to advanced and to proficiency. Our ELL students do much better on the Speaking and Listening portions of the NYSESLAT. Improvement in the reading and writing sections comes naturally at a slower pace for the ELL students. Our Ell students are still struggling on the NYS exams. We are working to continue to create as much background knowledge, improve content area vocabulary and comprehension so that our students can have greater success in this area.

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](#).)
 1. The steps for initial identification:
When parents register students at our school they are interviewed by the school's licensed ESL teacher who helps parents fill out The Home Language Identification Survey . She conducts an oral interview in English or the native language. Based on the results of the Home Language Identification Survey, All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language is used in the home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within 10 school days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) The ESL teacher administers the Spanish Lab test if needed. A determination is made if the student qualifies for ESL services. The ESL teacher explains the school's free standing ESL program to parents. As new students enter the school during the school year, the process of interviewing and administering the survey is conducted. Parents are provided with a translator to aid them in filling out the HLIS survey. Staff available to translate include the ESL teacher, Social Worker, Coach and Children's Aid Society staff members. Parent Coordinator arranges translation if necessary. Each Spring, the licensed ESL teacher and proctors administer the NYSESLAT test to evaluate ESL student progress. The ESL teacher administers the NYSESLAT to all eligible by checking school lists of students who took the LAB-R and the list of students identified by ATS.

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.
2. Structures to ensure that parents understand the programs available:
 Parent Coordinator and PGA assist in reaching out to eligible parents to ensure that they are invited to and attend an orientation program in September and meet with the school Social Worker and ESL teacher. A video is presented to clarify all three ELL programs offered and to help parents understand their choices. Parents are informed that we have a free standing ESL push in/pull out program. They are given the option to either opt-out from bilingual services offered or go to another school with a bilingual program. The school conducts parent workshops to explain the programs offered. Translations are available during the meetings to ensure that parents understand the choices available and how each program would impact their child. The ESL teacher, Parent Coordinator, PGA parents and Children's Aid Society staff reach out to parents to ensure that all parents understand all of the options available to parents at our school and other neighborhood schools.
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 [\[see tool kit\]](#).)
3. How the school ensures that entitlement and continuing letters are distributed and Program Forms are returned:
 ATS reports used to determine NYSESLAT eligibility are printed and reviewed. Using information from these reports, ESL teacher, Parent Coordinator and Social Worker ensure that letters are created, distributed and returned. Administration regularly reviews reports and checks to make sure that all entitlement and continuing letters are completed and maintained in an organized and accessible manner. All Parent Surveys are kept in their child's Cumulative Record Folder. As new children are admitted to our school, ESL teacher is immediately informed and schedules meeting with parent/guardian to secure necessary survey forms and provide orientation and program selection options. On a biweekly basis, ESL teacher reviews list of eligible students to ensure that necessary forms have been distributed and collected. ESL teacher contacts parents individually by phone or scheduling face to face meeting if any information remains outstanding ensuring that all records are current with all appropriate forms included. ESL teacher maintains records in a secure space. Administration regularly reviews documentation to ensure that it is properly distributed, collected and stored. Parents are always encouraged to ask any questions about the ESL program or any documentation requested or collected. ESL teacher or parent coordinator repeatedly contacts parents if the form are not returned. We also encourage parents to come to the school if they have any questions about the letters or any other concerns.
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.
4. Criteria used to place identified ELL students in instructional program:
 When students register, the Home Language Identification Survey is reviewed and Lab-R (and Spanish LAB when appropriate) is administered as needed. This begins the initial identification and orientation processes. Written and oral communication is provided to parents/guardians in English and their native language. After viewing the video, during orientation, school staff ensures that parents understand the differences between dual language programs, bilingual education classes and free standing ESL program. Parents are given the opportunity to choose which program they wish for their child. 20 out of 20 parents have chosen the Free Standing ESL model of instruction. Once the program is selected, the parents receive placement letters. Continued Entitlement letters are also distributed at this time. These letters are maintained in a secure file by the ESL teacher. ESL teacher also updates the ELPC screen in ATS within 20 days as required. ELLs who transfer into our school are provided appropriate services within 10 school days as required. NYSESLAT Assessment will identify the students' proficiency level based on their score on the Listening, Speaking, Reading and Writing sections of the NYSESLAT.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- We print and review ATS reports to determine NYSESLAT eligibility. We follow all established testing procedures and protocols including maintaining the security, administration etc. We assign two proctors who are not the student's ell teacher, and make sure to administer all components. We maintain a checklist of all ELL students and ELL reports to ensure that all eligible students are tested. All NYSESLAT testing is supervised and monitored by school administration. Checks and Balance system is used to ensure that all four components of NYSESLAT are administered properly as required.
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. 
6. What is the trend in program choice: After interviewing and showing the Orientation Video for Parents of English Language Learners 20 out of 20 parents choose to have their children at CS 61 in the Freestanding ESL Program. They opted-out

their children from Bilingual Services to enroll them in our Free Standing ESL Program. The program model offered is aligned with parent requests because:Data collected from surveys and interviews show that parents prefer the Freestanding ESL Program. We have approximately 20 eligible ESL students from K to grade 5.

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])?

Programming and Scheduling Information

1. How instruction is delivered:

- a. We have a Free Standing ESL program. We use a push-in/pull-out model. All ELL students are in classes that receive instruction in English. The ESL teacher pushes into classrooms (gen ed; collaborative; and self contained) and works with small groups of students according to their academic needs.
- b. Program model – Students are serviced according to grade level with heterogeneous proficiency levels in each group. After reviewing the results of the LABR, NYSESLAT, and ATS reports children's proficiency levels are identified. Then the ESL teacher schedules the appropriate units of ESL instruction for those students.

2. Organization of staff to ensure mandated instruction:

We have 20 students receiving ESL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes. This is documented and reviewed regularly to ensure requirements are fulfilled. All staff receive

professional development in ESL QTEL strategies so they can meet the needs of students in their classes. We use a Freestanding model of ESL instruction with the licensed teacher pushing in or pulling out to explicitly deliver instruction in ESL and ELA. New teachers are trained according to the Jose P mandates.

3. Content area instruction:

The ESL teacher delivers instruction in English and uses the students' native language to clarify content area material. Instruction is differentiated based on needs. The ESL teacher reinforces academic language and the use of ESL strategies to clarify

content area information. ESL teacher also meets with classroom teachers to provide assistance, resources and advice.

4. We ensure that ELLs are evaluated in their native language by providing testing in native language using appropriate language speaking personnel. As a free standing ESL program, all instruction and assessments are given in English except for the LAB-R which is administered in Spanish when required.

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)?

2. Organization of staff to ensure mandated instruction:

We have 20 students receiving ESL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes based on their proficiency level. This is documented and reviewed regularly to ensure requirements are fulfilled. All staff receive professional development in ESL QTEL strategies so they can meet the needs of students in their classes. We use a Freestanding model of ESL instruction with the licensed teacher pushing in or pulling out to explicitly deliver instruction in ESL and ELA. New teachers are trained according to the Jose P mandates. ESL teacher provides schedule to ensure that Beginners and Intermediate students receive a minimum of the required 360 minutes each week. Beginners and Intermediate Students receive two 45 minute periods a day of support for 4 days per week. Advanced students received a minimum of the required 180 minutes each week. Students receive one 45 minute period of support for 4 days per week. ESL teacher also pushes in or pulls out students additionally (above required mandates) when needed.

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.

3. Content area instruction:

The ESL teacher delivers instruction in English and uses the students' native language to clarify content area material. Instruction is differentiated based on needs. The ESL teacher reinforces academic language and the use of ESL strategies to clarify content area information. The ESL teacher uses rhyming, chanting, listening centers, read alouds, questioning with

scaffolds, vocabulary with visual supports, technology; clarifications etc. ESL teacher also meets with classroom teachers to provide assistance, resources and advice. She models use of QTEL strategies, tiered activities and appropriate use of repeating, restating, rereading etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. We ensure that ELLs are evaluated in their native language by providing testing in native language using appropriate language speaking personnel. As a free standing ESL program, all instruction and assessments are given in English except for the LAB-R which is administered in Spanish when required.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the entire school year, students are continually assessed using a variety of assessments. ELL teacher sits with classroom teacher to discuss student progress, challenges, assessments and instruction. Teachers meet regularly on grade level to look at student work samples and determine next steps instructionally (across all four modalities) for the students. Every six weeks student inquiry teams meet to review and analyze data.
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).

5. How instruction is differentiated for ELL subgroups:

a. When a SIFE student enters our school, assessments are done in Reading, Writing, Math, Speaking and Listening and other content areas. Based on the results of our extensive assessment process an individualized plan is developed for the student. Academic Intervention Services are begun as well as coordination of service discussions among the child's teachers, ESL teacher, AIS provider, coaches and administrators. Progress is monitored and updated regularly and at a minimum of every 6 weeks, the group assembles to discuss progress, adjustments that need to be made to services provided, strategies for classroom teacher and parent.

b. Instruction for Newcomers or students in the preproduction stage of language acquisition is focused upon modeling, gestures, actions, visual signs, and context clues to obtain and convey meaning. A major focus is on comprehension as students develop listening strategies which is the first area they begin to master.

c. Instruction for Students who have been receiving services for 4 to 6 years is focused around increasing the limited vocabulary, extending short phrases, reading and writing longer sentences and paragraphs, responding to literal questions, understanding and retelling stories and working on the language errors that they still make.

d. Instruction for long term ELL's (6+ years) is focused on strengthening their understanding, increasing their academic language and vocabulary, developing reading and writing stamina and developing higher order questioning, understanding and application of academic content.

e. ELL students continue to receive instructional supports after the initial period of ESL push in support. Additionally testing modifications that include extended time and reading of the listening passages a third time are still provided. Our 5th grade students receive support that helps with transitioning to middle school. Students with IEPs who are entitled to ESL support are identified and the ESL teacher provides in class support as she does with general education students. ESL students receive AIS services in ELA and Math as well as Science along with all our students who are entitled. ESL strategies and visuals are used to clarify concepts and provide additional support.

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?

7. Instructional strategies and grade-level materials that teachers of ELL-SWD's use to provide access to academic content areas and accelerate English language development are:

We use a push-in--pull-out model in a collaborative manner, QTEL strategies, reinforcement of skills and strategies practiced in conjunction with classroom teachers, the balanced literacy model, cross curricular support and collaborative planning to include content areas as well. A variety of materials such as magnetic letters, dry erase boards, technology, real life photographs, etc are used to accelerate English language development. ELL teacher and classroom teachers also review IEP's for goals, strengths, and challenges along with classroom teachers and work together to support development of academic content knowledge and English language development. Native language materials are provided when available. Bilingual and picture dictionaries and glossaries are provided and used.

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?
8. We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment through the use of our push-in model. Students are supported in classroom with their peers and regular teachers as well. We use flexible scheduling with push in supports wherever possible to ensure that ELL SWD's spend the maximum amount of time with their general education student counterparts. We work with our classroom teachers and ESL teacher to ensure that IEP and English Proficiency goals are reviewed and monitored regularly to ensure that students are moving towards attainment. We use differentiated instruction, academic intervention, small group tutoring and CBO supports to assist us.

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

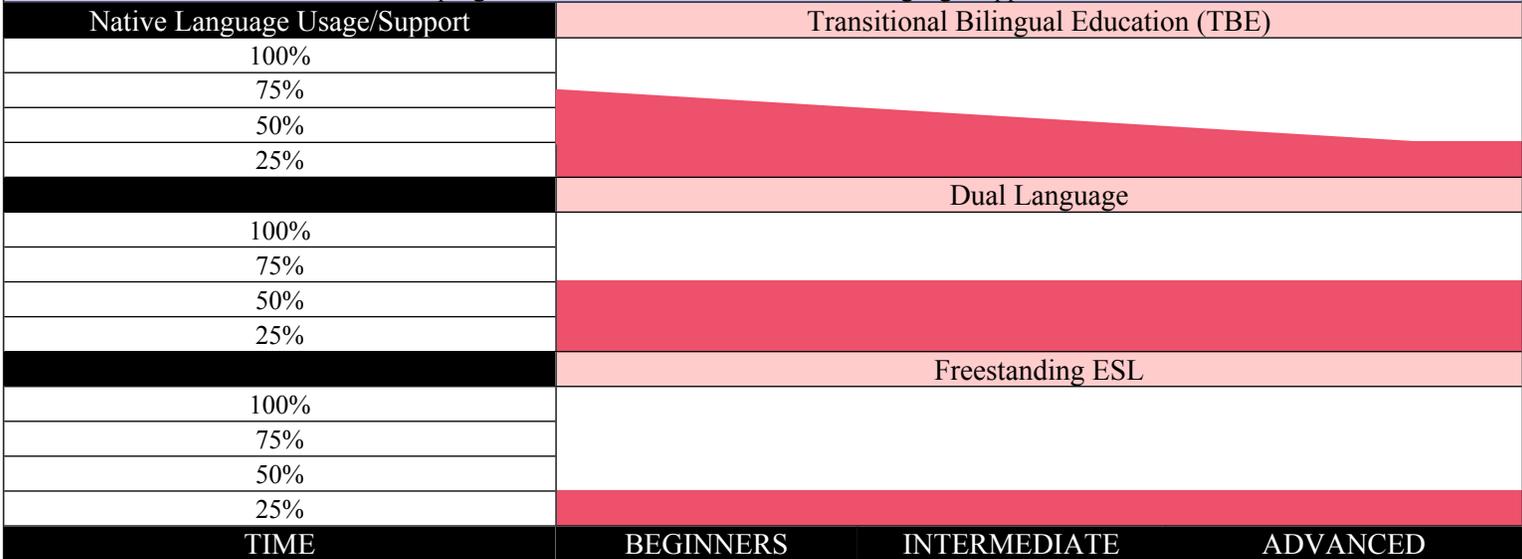
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

8. Targeted intervention programs:

All students who are “at risk” of not meeting state standards of proficiency are identified for intervention services. ELL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA and Math intervention is provided by the Professional Development Coaches, teachers, and paraprofessionals. Students receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and those students are tutored during the 37.5 minute RTI extended period. All students are assessed every 6 weeks to check for progress and to make necessary adjustments in education plan. All ELL students are exposed to all resources the school has to offer including support services and technology. ESL strategies, Visual Thinking Strategies, Visual Aids, photographs, real life scenarios, multilingual dictionaries or glossaries, google translate etc are all used to assist students in strengthening their content knowledge in all subject areas.

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 ELL Students are making progress as shown by the NYSESLAT testing. They also show growth during the school year on classroom assessments, and student work products. Listening and Speaking are much stronger, than reading and writing. As more rigorous academic content is being presented and tested, our students are struggling more. ELL Teacher and classroom teachers are working to provide increased scaffolds and supports to assist all students including our ELL population with accessing these higher demands.

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

11. New programs or improvements to be considered for the upcoming school year:

Review of our school's data highlight a need for increased rigorous curriculum to meet the more challenging needs of the Common Core State Standards. As a result we are participating in the Core Knowledge English Language Arts Pilot program for our lower grades (PreK to 2nd Grades.) We are utilizing Ready Gen for our grades 3 to 5 ELA. We have also instituted the GO MATH program for grades K to 5. All of these programs provide options for differentiation and scaffolded supports that our teachers can use for our Ell's and SWD's.

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

12. Rationale for programs/services for ELLs that will be discontinued:

We are continuing our Freestanding ESL program to meet state mandates for instruction. Historically, we do not generally have large numbers of ELL students. As a result we are planning to continue our FreeStanding ESL Program using the push in model. No ESL programs or services are planned to be discontinued.

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

13a. How ELLs are afforded equal access to all school programs:

We are a Schoolwide Projects/Title I school. All our programs after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts and health. ELLs are offered equal access to all school programs (curricular, extracurricular, during the school day, after school and holiday programs.) All notices and invitations are sent out in English and Spanish; translators are present for all recruitment and launching events. All programs have ELLs, SWDs and general education students. Bilingual staff are available both during the school day and through our CBO (Children's Aid Society) to further support and include all students.

13b. After School and Supplemental Services offered to ELLs in our building:

We do not have a Title III program based on our ELL registration.

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

14. Instructional materials, including technology, used to support ELLs:

In order to increase the skills needed for our student to improve their Listening, Speaking, Reading and Writing skills and content areas knowledge we are using a variety of instructional Materials. We use manipulatives, listening centers, picture dictionaries, manipulatives, laptop computers, and several online programs such as Brainpop ESL, Visual Thinking Strategies, RAZ-KIDS, ST Math, IXL Math, and google translate to support all subgroups of ELLs.

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

15. How native language support is delivered:

We have a Free Standing ESL program and classroom instruction in English. The ESL teacher pushes in and uses native language to clarify concepts as needed. In instances where further clarification is necessary, we use appropriate language personnel for assistance. We also have multilingual classroom library books and bilingual word-->word glossaries for content areas etc.

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

16.Required services support, and resources are given based on the stage of the child's language development (Beginner, Intermediate, or Advanced) and Stage (Pre Production, Early Production, Speech Emergence, Intermediate Fluency) correspond to ELLs ages and grade levels. As students achieve proficiency, there is a transitional period of continued support. Since we have a push in model, the support is given according to grade , age and proficiency levels in the student's classroom.

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.

17. Activities to assist newly enrolled ELL students before the beginning of the school year:

When ELL students enroll at CS61, parents are sent an invitation to attend an orientation session, including a video describing the model of ESL instruction provided by the school. We attempt to make the students and parents feel welcome and confident by introducing them to other ELL students, members of our Parent Guardian Association and giving a tour of the school.

18. What language electives are offered to ELLs?

18. Language electives offered to ELLs:

We are an elementary school and do not offer language electives.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. and 2. School staff attend workshops including classroom teachers - general and special ed, assistant principals, and speech teachers. Teachers have common preps to attend workshops and plan together. Opportunities for on and off site trainings are provided to staff when available such as: QTEL model – Quality Teaching for English Learners including

Using ESL strategies and approaches to support our ELLs

How to align ESL standards with ELL instruction

Using Centers to differentiate instruction

Using small group instruction/guided reading to help ELLs

Common Core Learning Standards

Rigorous Questioning and Discussion Techniques

Developing and Implementing Common Core Curricula

3. Transitioning to middle school

We are a pre-K to grade 5 school. We help students prepare for middle school by teaching to the 5th grade NYS standards which adequately prepares them for middle school academic and social expectations. Social Worker and Guidance Counselor are given training regarding the levels and stages of ELL's as well as information regarding transitioning to 6th grade. Teachers in 5th Grade review 6th Grade curriculum and along with ESL teachers make recommendations for ELL students who are transitioning to middle school. Social Worker and Guidance counselor also receive training in use of QTEL teaching strategies.

4. Jose P staff training (7.5 hours)

Staff needed the Jose P training are identified as they join our staff. The administration monitors attendance at the workshops. Documentation of teacher participation is maintained by the ELL Teacher in a secure manner and reviewed by administration regularly. Coaches and Administrators provide ongoing ELL training for all teachers such as QTEL Strategies, Differentiation for ELL's, Considering Stages of Language Development and making adjustments to instruction etc.

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?

PARENTAL INVOLVEMENT

1. Our PGA and Parent Coordinator hold meetings to address the needs of all parents, including ELL parents. Parents are notified of meetings and topics and are invited and encouraged to attend.

Monthly parent workshops are facilitated by the Parent Coordinator regarding different curriculum topics including Math, ELA, Science and Social Studies; and NYS testing programs, how to identify ELL population/services offered/parent options, activities/strategies to help your child with homework and classwork. Bilingual Staff as well as Bilingual Staff from Children's Aid Society (CBO) provide translation services to assist in supporting the home/school connection. Parents are also offered translation information provide by the NYC Department of Education.

2. We have a partnership with the Children's Aid Society. They provide an afterschool program that includes arts, homework help, tutoring, and sports. All students including ELL students are invited to attend. Children's Aid Society also assists in providing workshops for parents on a variety of topics such as Helping Students Succeed in School; Entitlement, Health Issues, CookShop etc.

3. We use Parent Interest and Need Surveys conducted by the Parent Coordinator to determine the needs of parents. The Parent Coordinator in conjunction with the PGA reaches out to parents to provide services and workshops that meet the needs of our parents as identified in our parent surveys, including community ESL programs for parents, Translation services, Involvement as contributing members of school community etc.

4. Our parents are part of the School Leadership Team and all parents are invited to the meetings. The PGA holds monthly meetings during the day and evening hours to accommodate all parents. School staff provide meetings relating to academic subjects, testing requirements, state standards and school expectations. Parents are invited to our school assemblies and class trips. In collaboration with our CBO, we hold a one day retreat for staff and parents of all students, including ELLs. Meetings and Letters to parents are translated into Spanish. We use School Messenger which is a telephone system that phones parents in both Spanish and English to inform them of important events and reminders. We use Social Workers, CAS (CBO) Workers, Parent Volunteers and other bilingual individuals to assist in translating for any parent who needs it.

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: CS61 Francisco Oller

School DBN: 12X061

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Quigley	Principal		11/15/13
W Simmonds/EHarris/ MJagtiani	Assistant Principal		11/15/13
Vernetta Boyd	Parent Coordinator		11/15/13
Heyda Melendez	ESL Teacher		11/15/13
Shanovia Harrison	Parent		11/15/13
Marisol Rodriguez	Teacher/Subject Area		11/15/13
Icene Lyttle	Teacher/Subject Area		11/15/13
Heyda Melendez	Coach		11/15/13
Jane P Drexel	Coach		11/15/13
N/A	Guidance Counselor		
	Network Leader		
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X061 School Name: Francisco Oller

Cluster: 01 Network: 401

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

Part A: Needs Assessment Findings

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.

As part of the admissions process , parents are interviewed and complete the Home Language Survey. We use this information to determine out their preferred language of communication and whether or not they have a resource who can assist them if needed. Data from the ATS report of parent written and spoken language is generated and reviewed to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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.

Enrollment Report:

Hispanic or Latino : 70% of which about 50 % needs translation services

Black or African American: 27% of which about 2% needs translation services

This report is provided to school staff who have contact with above parents, so that appropriate communication arrangements can be made.

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.

School will provide written translation to parents. The written translation is provided for all parent communication including Principal and staff letters, notes, and the rubrics used with the students. The written translation services are provided by the in-house staff and Children's Aid Society staff members who are based in our school. Our school also purchases dictionaries in identified languages and makes use of Google Translator when possible.

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

Oral translations are provided during Admission, Very Important Parent (VIP) Night, Open School Night, Parent -Teacher Conferences, Parent Guardian Association workshops, and for any teacher-parent communication. The oral translation services are provided by in-house staff, other parents and Children's Aid Society staff members.

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 school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:
Identifying non-English speaking parents and when feasible use written and oral translations by inhouse bilingual personnel.
Bilingual dictionaries in identified languages were purchased for students and parents and to assist with translations. Advisory notice of translation availability in many languages is posted in the entrance of the school building in case these services are needed.