



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: ANNE HUTCHINSON SCHOOL**

**DBN (i.e. 01M001): 11x078**

**Principal: CLAUDINA SKERRITT**

**Principal Email: CSKERRI@SCHOOLS.NYC.GOV**

**Superintendent: ELIZABETH WHITE**

**Network Leader: BEN WAXMAN**

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Claudina Skerritt	*Principal or Designee	
Tamika Tolliver	*UFT Chapter Leader or Designee	
Carol Richards	*PA/PTA President or Designated Co-President	
Jeannette Roman	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Julian Brady	Member/ UFT	
Christine Infelice	Member/ UFT	
Ouriel Dussard	Member/ Parent	
Nikola Lopez	Member/ Parent	
Natoya Dussard	Member/ Parent	
Nichala Francis	Member/ Parent	

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

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

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

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

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

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

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

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

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

## SCEP Checklist

### **All Schools**

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

### School Information Sheet for 11X078

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	802	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	16
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	6	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.5%	% Attendance Rate			90.3%
% Free Lunch	82.6%	% Reduced Lunch			7.6%
% Limited English Proficient	5.5%	% Students with Disabilities			17.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American			76.4%
% Hispanic or Latino	20.1%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	1.7%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	13.17	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.0%
% Teaching with Fewer Than 3 Years of Experience	7.0%	Average Teacher Absences			5.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.3%	Mathematics Performance at levels 3 & 4			13.3%
Science Performance at levels 3 & 4 (4th Grade)	69.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

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

## SCEP 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.**

As a professional learning community, we continue to utilize Quality Review recommendations, SCEP goals and related initiatives towards school improvement. Our strengths in the areas of curriculum, instruction and assessment are embedded in our need to provide daily rigorous instruction and make the necessary adjustments based on the needs of our students.

##### Our Integrated Literacy Block

In the area of curriculum, we utilized our Units of Study in ELA and our partnership with American Reading Company (ARC) to align our daily instruction to CCLS focusing on Common Core Reading Anchor Standards 1, 2 & 3. Our Integrated Literacy Block (ILB) – Read Aloud, Modeled Instruction, Guided Practice and Independent work – allowed us to emphasize rigorous habits across grades and subjects, as well as, cognitively engage our SwD's and ELL student groups. Through the components of the model, students demonstrated the standards in oral and written form, as well as, hands-on activities. As a result, we have unpacked the Anchor Standards, developed our curricula aligned to CCLS in reading and math gradually incorporating the instructional shifts. Math units were developed mirroring the ELA format. This design allowed the integration of the CCLS Literacy Tasks into our Units of Study. As a result of our task bundle experiences, activities were scaffolded with each unit containing initial, formative and summative assessments. Unit Pacing Calendar and Standard based Units of Study were created in reading, writing and math and distributed to staff. This provided for continuity of topics taught across the grade, ensuring adherence to standards, yet allowed for targeted small group instruction. During instruction, across classrooms in reading and math, teachers used the Daily Check for Understanding Grid to monitor student understanding. Following every assessment and end of unit projects, teachers analyzed the data. Identified strengths and areas of need with plans for revision are entered on their Class Data Calendar leading to adjustments in their instruction. A project was completed at the end of each unit of study.

##### Response to Intervention Approach

Through the RTI Model, we utilized the IRLA as our universal screening tool. School wide percentages for Tier 1 were as follows: 15% (Nov. 2012), 40% (Feb. 2013) and 43% (June 2013). In Nov. 2012, we had 52% of our students in Tier 2. By June 2013, our school wide percentages of Tier 2 decreased to 24%, where large numbers of Tier 2 students were now Tier 1. There was also a decrease in the amount of initial referral made for more restrictive settings (41 in 2012 and 25 in 2013). This was a considerable drop due to school wide focus on the three tiers of the model. Along with our standards based approach for reading and writing, our teacher teams worked collaboratively with our targeted population 30 minutes daily in the areas of need. As a result 83% of our teams met and /or exceeded their SMART goals. Data showed that students in Grades 3-5 have made significant progress on the state examination and on benchmark tests. According to the Inquiry Monitoring and Tracking form, patterns and trends have shown that 74% of the general education population moved one or more levels above and our identified student groups achieved at least one year's growth. For example, Grade 3 data showed that at the beginning of the year, students read at a kindergarten level and completed the year reading at the beginning of second grade level. Teacher Team members discussed best practices and work collaboratively focused on a strategy that could be used in a cycle. There was transference of skills and strategies across classrooms and students incorporated the skills and strategies in other subject areas. As part of our tiered support, we utilized a variety of research based technology programs which allowed students to work at their own pace, as well as, master the necessary skills. We attributed some our student success to the utilization of Imagine Learning, iReady, Renaissance and Mind Research. Our Extended Day Programs impacted our RTI efforts. During the programs, we focused on providing grade level instruction of complex text, with scaffolded strategies in reading and math.

##### Charlotte Danielson Framework

As a school community, we are cognizant of how important Tier 1 instruction is for the majority of our students. When implemented with fidelity, all students should receive high quality core instruction. For the last two years we have used the Danielson Framework to improve teacher practice. It has provided a clear format for self-evaluation and self-reflection of practices leading to effective change. Last year, we looked closely at DOE, suggested Components 3b (Using Questioning and Discussion), 3d(Using Assessment in Instruction), 1e (Designing Coherent Instruction) and teachers identified a personal goal to work on. Along with supervisory visits to the classrooms followed by formative feedback, teachers met with supervisors three times during the year to monitor progress. Teachers participated in inter-visitations, afterschool workshops and utilized PD 360. In Year 1, 78% of the 42 teachers participating moved to proficient or above in two or more of the identified components (2d, 2d, 3b, 3c & 3d). Last year, we had a better understanding of the framework, which started our professional journey at a lower baseline. In Year 2, 72% of the 50 teachers participating moved to proficient or above in two or more of the

identified components (3b, 3d, 1e and personal goal). We continue to develop a shared understanding of the framework towards improving pedagogical practices ensuring optimal student engagement. Along with professional opportunities provided throughout the school day, staff received a menu of afterschool workshops to attend. Before each session, a PD 360 video was shown relating to teacher practices and immersion of the CCLS. In addition, cohorts of teachers met after school to plan and refine units of study using student work to make adjustments to the curriculum, assessment, and instruction. Teachers participated in the following sessions: Danielson Domain 1 Planning and preparation /Designing Coherent Instruction, Use of Bloom's Taxonomy and Depth of Knowledge to Enhance Academic Rigor, Obtaining, Analyzing and Using Data to inform instruction and to Adjust Instruction to Meet Student Needs. In addition, teachers developed curricular aligned to CCLS, while embedding the CCLS Literacy Tasks into the Units of Study.

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

As a school working smarter for the success of our students, we continue to utilize a variety of data to drive our instructional program. Progress Report 2012 – 2013 indicates a letter grade of B, overall score of 48.9 and a percentile rank of 41. In Student Progress, letter grade A (36.2 out of 60), Student Performance letter grade C ( 7.3 out of 25), School Environment, letter grade C (3.1 out of 15) and Closing the Achievement Gap (2.2 out of 17). We did not meet our AYP in ELA for whole school (Performance Index 71.3, school target was 149). However, careful analysis of ELA data indicates a growth percentile of 53.8 for whole school, 55.3 for Black, 48.7 for Student with Disabilities and 45.3 for Hispanic / Latino. Data suggest that our RTI approach is meeting the needs of our lowest performing students, however, ELA & Math results indicate only 13% of students on Level 3 or 4 in both areas. Our universal screening tool indicated school wide data for Tier 3 as follows: 32% (Nov. 2012), 37% (Feb. 2013) and 33% (June 2013). We will continue to utilize the RTI Approach with an emphasis on Universal Design for Learning (UDL) strategies to ensure targeted support for all student groups.

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

While developing and during implementation, we encountered the following barriers and challenges:

~ RTI

Previous universal screening tool was not fully aligned with Fountas & Pinnell. A common grading system is needed in order to effectively assess student growth.

~ Incorporating DOE Task Bundles into our Units of Study

As part of the CIE initiative, the task bundles were introduced and rolled into our units of study. The format of the task bundles was difficult to infuse, as there were formative and summative assessments with prescribed texts that were unavailable to teachers.

~ American Reading Company did not provide the necessary reading resources for students and teachers. Students were not provided their own text. Teachers were responsible to gather materials for each skill or strategy to be taught.

~ Internet access limited use of web-based programs used to support identified students.

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

Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, improved thus showing progress with our identified student groups. Through the use of the Danielson framework, teachers shifted their daily practice in Common Core-aligned units, which is transparent in the implementation of our new curriculum – ReadyGen.

**Were all the goals within your school's 12-13 SCEP accomplished?**

	Yes	x	No
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**If all the goals were not accomplished, provide an explanation.**

We achieved 4 of our 5 goals. Although we did not achieve our first goal: Moving 80% of teachers one or more levels along the continuum in Components 1e, 3b & 3d, it should be noted that 72% of the 50 teachers participating moved to proficient or above in two or more of identified components. As a result of increased understanding of the framework, expectations were higher leading to a lower ratings on the continuum.

**Did the identified activities receive the funding necessary to achieve the corresponding goals?**

x	Yes		No
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**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.**

Considering the implementation of the "New Teacher Evaluation" process (Measure of Teacher Practice and Measure of Student Learning) and demands of new core curriculums (ReadyGen & Go Math), developing and implementing our school's 13-14 SCEP is going to be challenging.

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

By June 2014, utilizing the RTI approach, there will be a 3-5% increase in ELA for the lowest third, ELLs, and SWDs on the State Exam.

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

School leaders will communicate with school staff and the community during our faculty meetings, professional development sessions, grade meetings, Grade Leader meetings, Inquiry sessions, School Leadership Team and during Parent Meetings. Aspects of the SCEP will gradually roll-out to staff and the community honing in on identified areas.

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

The Principal and Leadership Team will work collaboratively to oversee the execution of rigorous instruction and strengthening student work to accomplish the school's instructional goal – Evidence in Argument.

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

In October 2013, we rolled-out ReadyGen which mirrored our Integrated Literacy Block – **Reading Standard and Key Question**

**posted, Read Aloud, Modeling, Guided Practice and Independent Practice.** ReadyGen provides a uniformed framework for aligning instruction to the standards and exposing students to rigorous instruction and activities. This program provides a cohesive method to hone in on one standard during reading and writing. During small group sessions, teachers and students are working with grade appropriate standards through the use of Reading Analysis and Close Reading. During instruction teachers are monitoring and tracking student learning. At the end of each session, goals are recorded in student goal folders. Formal and informal observations, as well as, regular walkthroughs will be conducted are by supervisors and members of leadership team focused on program components. Teachers will receive immediate feedback (includes strengths and specific next steps).

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

Our SCEP has been streamlined to focus specifically on moving students towards achieving their goals and readiness for college and career. Through collaborative effort, the instructional core serves as our primary lens for completing the document which is embedded in our need to provide daily rigorous instruction and utilizing data to make effective adjustments in improving student learning

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

The Leadership Team and identified staff will review and refine the document periodically to ensure successful implementation.

## 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).

Promote greater consistency in differentiated instruction so that all lesson planning reflects purposeful grouping, materials accommodate learning of different ability levels and learning styles are utilized to engage all learners.

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

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

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

### **Annual Goal #1**

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

By June 2014, school leaders will conduct frequent observations with formative feedback moving teacher practice one level in 2 of the 3 components (3b, 3d & 3e) as measured by the framework.

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**
  1. Teachers will reflect on and shift daily practice, as well as, incorporating the instructional shifts emphasizing the school instructional focus – Evidence in argument.
  2. Supervisors will provide frequent observations with formative feedback, as well as, professional development focused on improving student learning.
  3. All teachers will participate in weekly, monthly and / or afterschool professional development sessions.
- **Key personnel and other resources used to implement each strategy/activity**
  1. Supervisors, Teachers, Coaches
  2. Supervisors, Teachers
  3. Supervisors, Teachers, Coaches
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  6. Implementation of strategies gained from cycles of inter-visitation, viewing of 360 videos and from attending PD sessions.
  7. By February, completion of at least two supervisory observations containing formative feedback.
  8. Evidence of implementation through walkthroughs and class visits.
- **Timeline for implementation and completion including start and end dates**
  1. October 2013 to June 2014
  2. October 2013 to June 2014
  3. December 2013 to June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Monthly grade specific core sessions to discuss best practices, challenges and successes and best practices
  2. Scheduled time during the school day for teacher observation and pre- and post conferences
  3. Time for professional development and per session

### **Budget and Resource Alignment**

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

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

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

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

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

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

#### **Major Recommendation**

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

Strengthen the focus on school wide coherent goal setting within and across teacher teams to ensure improved student learning outcomes

<b>Review Type:</b>	DQR	<b>Year:</b>	May 2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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#### **Tenet 3: Curriculum Development and Support**

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

<b>x</b>	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

#### **Annual Goal #2**

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

By June 2014, all teacher teams will be engaged in a structured professional collaboration aligning their instruction to Common Core Learning Standards.

#### **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. The Data specialist will conduct monthly core meetings with the inquiry facilitators to provide teachers with school-wide goals, as well as, individual student data in area of ELA and math.
2. Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning, inform revision and adjust accordingly.
3. Teachers will develop lessons aligned to CCLS, placing greater emphasis on teaching strategies that can move students to the next level. This includes creating SMART and short term goals with specific focus to improve student progress

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

1. Supervisors, data specialist, teachers
2. Supervisors, data Specialist, teachers
3. Data specialist, teachers

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

1. Completed data analysis for each student, observation of implementation from core sessions
2. Completed Monitoring and Tracking Tool with indication of mastery
3. Observation of implementation of CCLS lessons during class visits and teacher team discussions.

##### **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

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

1. Per session for data analysis for after school meeting
2. Scheduled time during the school day for Inquiry Core planning
3. Scheduled time during the school day for common planning

#### **Budget and Resource Alignment**

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

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

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Refine data gathering systems to ensure assessments practices are effectively used to analyze student learning and adjust instruction									
<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D		

#### **Tenet 4: Teacher Practices and Decisions**

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

#### **Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, All students, including ELLs and SWDs will demonstrate progress toward achieving a 3 - 5% increase scoring at levels 3 & 4 on the NYS ELA assessment									

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
To increase achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Special education specialist will facilitate workshop with the ELL/SWD teachers and classroom teachers on the UDL model; PD menu of opportunities will be provided to staff (Charlotte Danielson, Planning and Preparation, Engaging Student in Learning, Using RTI to support Growth and Incorporating the I-Ready Report in the Curriculum).									
<ol style="list-style-type: none"> <li>Teachers will provide meaningful instruction in Tier 1, by closely monitoring and tracking student progress, using each program with fidelity and documenting different strategies and techniques used.</li> <li>Utilization of the RTI Approach with identified student groups maximizing the use of the research – based technology programs (I-Ready MindPlay, MyOn and Think Central) to target specific skills reaching students of all levels of academic and language proficiency.</li> <li>Teacher programs reflect monthly common planning time with ESL and Special Ed. Liaison. On grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of tiered instruction.</li> </ol>									
<b>B. Key personnel and other resources used to implement each strategy/activity</b>									
<ol style="list-style-type: none"> <li>ELL teachers, SE teachers, Classroom Teachers</li> <li>ELL teachers, SE teachers</li> <li>Supervisors, ELL specialist, Special Education Coach, Classroom teachers, SE teachers</li> </ol>									
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>									
<ol style="list-style-type: none"> <li>Observation on the implementation of differentiated of instruction for ELLs and SWDs in general education classroom</li> <li>Improved performance of ELLs and SWDs in ELA as evidenced by PBA's and i-Ready reports</li> </ol>									

3. Universal screening – the use of common assessments to determine student progress toward goals
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Monthly workshops January 2014 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Common planning time for teachers to attend PD sessions
2. Scheduled time during the day for tier 2 and 3 support
3. Per session activities for ELL specialist

**Budget and Resource Alignment**

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

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

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

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

**Goal and Action Plan #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).

Promote greater consistency in differentiated instruction so that all lesson planning reflects purposeful groupings, materials accommodate learners of different ability levels and learning styles are utilized to engage all learners.

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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**Tenet 5: Student Social and Emotional Developmental Health**

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

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

**Annual Goal #4**

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

By June 2014, there will be a decrease in the number of at risk students needing support in the development of their social and emotional growth as evidenced by the Program Tracking Tool.

**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. Reenergizing of the Behavior Expectation Matrix having classrooms speak to the language of the matrix. Rewards for following the Zone Expectations are: Movie Incentive (once a month), Cubz Tickets issued to students in the Zone to purchase prizes at the Butterfly Store (once a month), Incentive Trips (three times a year), Butterfly Gram Award (students selected weekly to receive award and name announced on the PA), Principal's Luncheon for students consistently in the Zone throughout the year.
2. Utilizing data to monitor all systems that support student social and emotional health; Check In / Check out

- Astor Child Services; Clinician on school cite (Tuesday & Thursday weekly) to help students with problems such as negative self-concept, problems controlling behavior and emotions, sibling or parental conflicts; Psychiatric and psychological evaluations when needed

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

- Supervisors, Staff, Teachers,
- Supervisors, Guidance Counselors, Dean, Parent Coordinator, Behavior Intervention Committee, Discipline Committee
- Supervisors, Agency, Dean, Counselors, Discipline Committee

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

- Analysis of the PBIS Tracking Tool
- Defined intervention(s) for all students deemed at-risk as per SWISS Tracking Tool
- Agency log of contact and social-emotional growth

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

- September 2013-June 2014
- September 2013-June 2014
- September 2013-June 2014

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

- OORS, SWISS reports and Behavior Intervention Plans to be discussed and analyzed by the Discipline Committee
- Scheduled meetings 2X per month with Supervisors, Counselors, Dean and identified staff
- Ongoing partnership with service provider to ensure targeted support for at-risk students

**Budget and Resource Alignment**

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

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Strengthen the focus on school-wide coherent goal setting within and across teacher teams to ensure improved student learning outcomes									
<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	E		

**Tenet 6: Family and Community Engagement**

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

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2013, there will be an overall increase of parent involvement as evidenced by the Learning Environment Survey and Parent Activity Log.									

**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).									
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Monthly Parent Involvement Committee Meetings comprised of School Leaders, Staff, Members of PTA Executive Board &amp; open to all parents</li> <li>2. Parent Workshops attached to Monthly PTA Meetings (morning and or evening); Topics: CCLS, CORE Programs - ELA &amp; Math, ELA &amp; Math State Exam, ARIS</li> <li>3. Parent Activities and Events: Saturday Parent Academy sessions; Family Game Night; Parent and Child Movie Night; Parent Open House (teachers provide parents an overview of grade / class expectation and school policy) Awards and Seasonal Programs; Fabulous Fridays Culminating Activity; SLT Share Fair (highlighting student success, academic and extra-curricular activities); PS 78 Newsletter</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Supervisor, Parent Coordinator, Parents, Selected Teachers</li> <li>2. Supervisors, Parent Coordinator, Parents, Selected Teachers</li> <li>3. Supervisors, Parent Coordinator, Parents, Selected Teachers</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Family outreach plan and Parent Activity Log</li> <li>2. Attendance taken at each parent event</li> <li>3. Analysis of Attendance sheets and Parent Surveys</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013 - June 2014</li> <li>2. Day time and Evening Workshops, On-going</li> <li>3. Ongoing, September 2013 - June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Scheduled time for supervisors, parent coordinator and selected teachers to meet</li> <li>2. Parent Coordinator hosting workshops based on needs assessment</li> <li>3. Per session for teachers to provide workshops for identified events</li> </ol>

**Budget and Resource Alignment**

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>-iReady web based program identifies and addresses student needs. It diagnoses, instructs and monitors student progress in these domains – Phonological Awareness, Phonics, High Frequency Words, vocabulary and Comprehension (Grades 2-5)</p> <p>-Extended Day Program (Tuesday – Thursday &amp; Saturdays) The program focuses on reinforcing the CCLS and evidenced based strategies in various areas. Our afterschool curriculum – Crosswalk Coach to Common Core and Mastering the Standards is fully aligned to CCLS. At the beginning of the lesson or topic students are diagnosed. Based on the diagnostic results appropriate lessons or skills are emphasized. At the end of the topic a cumulative assessment is given to assess growth or mastery.</p> <p>ELT Project READ Service Grade 1 students with additional instruction in reading.</p>	<p>Independent</p> <p>Whole &amp; Small Group</p> <p>Whole, Small Group &amp; one on one</p>	<p>During the School Day to students 250</p> <p>During the Afterschool Program (Tuesdays –Thursdays 285 students; &amp; Saturdays 200 students)</p> <p>During the Afterschool Program (Tuesdays – Thursdays 45 students)</p>
<b>Mathematics</b>	<p>-ST Math for Grades 2 &amp; 3 web based math program that allows students to problem solve in all areas and utilize spatial temporal reasoning.</p> <p>- Extended Day Program (Tuesday – Thursday &amp; Saturdays) Crosswalk Coach for the Common Core and NY Ready CCLS.</p>	<p>Independent</p> <p>Whole, Small Group &amp; one on one</p>	<p>During the school day 200 students</p> <p>During Afterschool (Tuesdays - Thursdays 285 students; &amp; Saturdays 200 students)</p>
<b>Science</b>	<p>Harcourt (Grades 4 &amp; 5); Foss (Grades K-3); Units of Study aligned to the Science and Scope Sequence</p>	<p>Whole, Small Group (flexible groups based upon needs)</p>	<p>During the school day 150 students</p>
<b>Social Studies</b>	<p>Units of Study aligned to Social Studies Scope and Sequence and are paced based on the curriculum used on each</p>	<p>Whole, Small Group (flexible groups based upon needs)</p>	<p>During the school day 150 students</p>

	grade		
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Behavior Intervention Committee of RTI (Response to Intervention) Students are provided at risk services as needed by guidance counselors and or site clinician (partnership with Astor child services	Small Group and / or one on one	During the school day at risk services are available to all students as needed

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Promote and facilitate CCLS aligned student work that reflects the implementation of our new core curriculum programs (ReadyGen &amp; Go Math).</li> <li>• Utilize the Danielson Framework to enhance teacher practice and provide rigorous classroom instruction.</li> <li>• Based on teacher ability, mentors, coaches and identified staff will provide differentiated professional development opportunities.</li> </ul>

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
To ensure a smooth transition for our incoming kindergarten students, we make yearly outreach to our preschool programs in the area coordinating our efforts in terms of curriculum alignment, professional development workshops, parent activities and the sharing of early intervention services.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>078</b>
School Name <b>Anne Hutchinson</b>		

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

Principal <b>Claudina Skerritt</b>	Assistant Principal <b>Ranae Overstreet</b>
Coach <b>Tamika Tolliver</b>	Coach <b>Kerry Ann Roberts</b>
ESL Teacher <b>Mrs. Aida Hernandez</b>	Guidance Counselor <b>Digna Rozon, Bilingual</b>
Teacher/Subject Area <b>Yvonne Mitchell, Data Speciali</b>	Parent <b>Carol Richards</b>
Teacher/Subject Area	Parent Coordinator <b>Leticia Ayala</b>
Related Service Provider <b>Stephanie Claxton, SETTS</b>	Other <b>Eileen Mayclim, teacher</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>798</b>	Total number of ELLs	<b>40</b>	ELLs as share of total student population (%)	<b>5.01%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	26		3	8		2				34
Total	26	0	3	8	0	2	0	0	0	34

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	7	7	5	7	3								30
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1				1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1		1								4
<b>TOTAL</b>	<b>1</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>37</b>						

## 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	1	1	0	3								9

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)	0	7	4	2	8	2								23
Advanced (A)	0	1	4	1	1	1								8
Total	2	10	9	4	9	6	0	0	0	0	0	0	0	40

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	3			7
5	4	1			5
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	7								7
5	4		1						5
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	1		2		2				5
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.

1. In addition to the NYSESLAT and LAB-R, P.S. 78 uses the ECLAS (K only), Running Records using Fountas and Pinnell scores (grades 1-5), Diagnostic Writing Assessment (school developed), and I Ready to determine literacy skills of all students, including the ELL population. This information helps identify the individual needs of students, as well as strategy groups.

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

2. Analysis of the 2012 assessment data, including the NYSESLAT and LAB-R for new admits, indicate students performing at the following levels: 9 at beginning proficiency, 23 at intermediate proficiency, and 8 at advanced levels. Grades K through 2 show most students are intermediate levels, while the majority of students in the third and fourth grades are at intermediate and advanced levels.

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. According to the results of NYSESLAT, modality data indicates that our ELL students typically perform higher in terms of their English language proficiency in Listening/Speaking. They also tend to perform lowest in terms of their writing proficiency, a finding which staff confirms being consistent with prior years. This information helps our teachers and ESL teacher to focus on differentiated instruction and continued use of explicit ESL strategies. This strength in Listening and Speaking provides our instructional program a valuable resource upon which to build by using the strengths in these modalities to help develop students' reading and writing skills. For example, oral language work such as "Read Alouds" and listening centers, and multi-media programs such as "One More Story" and "Imagine Learning English Program", are used to help scaffold student's understanding of English, which then helps them write in response to what they hear. The writing instructional focus provides additional support with identified areas of the Diagnostic Writing Assessment which are focus, organization, and craft.

4. For each program, answer the following:

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

4a/b Our school administers assessments in English only. Our staff, including teachers (general, special education and ESL) supervisors and coaches examine our monthly end of unit assessments in reading, writing and math. When reviewing this data, we can see deficits in the English Language Learners, specifically in the area of writing. In the area of reading, we look at a students growth in making connections, visualizing, inferring and deterring monitoring and importance for meaning. In writing, we look at content, craft, spelling, mechanics and organization. Our ELLs are also assessed in September and October using the NYSESLAT and our upper grade ELL's are assessed using the standarized tests in ELA and Math. Our teachers use all of this data to consider curriculum calendars for the entire school year. Also, monthly assessments are studied and considered when making revisions to our curriculum calendar. During our monthly grade meetings, the teachers make the appropriate adjustments from the assessment data and compare their goals for the unit.

4c. The ELL Periodic Assessment is administered to grades three, four and five. Based upon the analysis of 2012-13 results, more focused instruction is required. Materials that meet the need are incorporated into instruction. Data has indicated that they are progressing along the continuum from Beginning to Intermediate to Advanced to Proficiency. An analysis of 2012-13 AYP data for the ELL subgroup shows a growth percentile of 53.9 percent which outpaces the growth percentile of the school which is 53.8 percent. The data also shows that the Hispanic subgroup has a growth percentile of 55.3 percent which is better than the school as a whole.

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](#).)

The data that is used to guide instruction for ELLs within the Response to Intervention framework for grades K-5 are as follows: Three times a year, our school uses an universal screening (I Ready) to show growth for all our students including ELLs in literacy. The universal screener in math is Think Central-Soars to Success. This screening shows students' levels in order to help teachers design and develop the work according to their levels. The classroom teachers also use Performance Base Assessments with Ready Gen and Go Math at the end of each unit. From these results, teachers are able to monitor and track how their students are doing.

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

When considering any instructional decisions in our school, all ELL students are part of those decisions. When monthly grade meetings and common planning sessions are held, our ESL teacher is in attendance and part of all discussions pertaining our ELLs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

7. We do not have a dual language program at P.S. 78

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

8. Success of our ELL program is evaluated by studying longitudinal trends for the ELLs we serve in order to determine if students are making progress in terms of the English language acquisition (e.g., NYSESLAT) or through the New York State Testing Program for students in grades 4, and 5 who are testing in English for more than one year. According to AYP data 2012-13 the ELL subgroup shows a growth percentile of 53.9 percent which outpaces the growth percentile of the school which is 53.8 percent. The data also shows that the Hispanic subgroup has a growth percentile of 55.3 percent which is better than the percentile of the school as a whole.

## Part IV: ELL Identification Process

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

- 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](#).)
  - During registration, parents/guardians of students who enter a New York City Public School are given a Home Language Identification Survey (HLIS) to fill out. An oral interview is given to the student/family in English or native language by the ESL teacher or a pedagogue to assist in determining the home language. If the student is transferring from another public school, transfer folders and testing history are viewed.
  - The ESL teacher, Mrs. Aida Hernandez, who speaks both English and Spanish, review the HLIS. If questions 1-4 and any

two responses to questions 5-7 indicate a language other than English is used at home, these students are flagged. The ESL teacher administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher then conducts an informal oral interview in English and in the Native Language to determine if the student is eligible for the LAB-R assessment. If the student is unable to understand more than three questions in English, the English LAB-R is stopped and then LAB-R is administered in Spanish. The LAB-R is hand scored, reviewed and students who score below the grade specific benchmark are identified as ELLs. The ESL teacher determines the correct placement for each individual student.

1c. During the spring, ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) and are evaluated annually. The ATS report used to determine NYSESLAT eligibility is the NYSESLAT Exam history report (RLAT).

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. When a student is identified as an ELL, parents/guardians are notified via letter in their native language. Each parent receives a "Parent Entitlement Letter" and is invited to attend a Parent Orientation session conducted by Mrs. Aida Hernandez, the ESL teacher. Parents/guardians attend the orientation session where they view the orientation video and receive information on the different program options that are available. The options are: Transitional Bilingual, Dual Language and Freestanding ESL. Materials and parent orientation are provided in the native language and are explained orally and in writing to the parents/guardians. Also discussed at the orientation are the support programs that are available for the ELLs such as after school programs, Saturday classes and summer school. The Parent Survey and Program Selection forms are completed at this time.
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. Once a student is determined an ELL, the entitlement letters are sent to the parents along with the parent survey and program selection form regarding the orientation. After the orientation, copies of the selection letters, parent surveys and selection forms are collected and placed in a binder. Parents/guardians who didn't attend the Parent Orientation and/or haven't completed the Parent Survey and Program Selection forms are notified in writing. Follow up phone calls are made to contact parents/guardians to ask them to come to school. As a last resort, if the parents/guardians still hasn't responded, the child is placed in our Freestanding ESL Program and a list is kept of students that do not have Parent Survey and Program Selection. When we have enough students in two consecutive grades a bilingual program is opened. Copies of the Parent Survey and Parent Selection Forms are maintained on file by the ESL teacher, Mrs. Aida Hernandez.
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. After the student is entitled for an ESL program, a placement letter is sent to the parent/guardian in their native language and copies are kept on file. For students who continue to receive ELL services from last year, continued entitlement letters are sent to their parent/guardian in their native language and copies are also kept on file. An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language in the same grade(s) or two consecuted grades in the school. The option to select a dual language program, transitional bilingual class or a freestanding English as a Second Language program are all discussed during the orientation process in the parents/guardian native language. The majority of our parents/guardians at PS 78 select a freestanding ESL program. However, we keep a list of parent's choice for Bilingual programs and when there are enough students to open a bilingual program in two consecutive grades, we would open a Bilingual class.
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.
  5. After reviewing the Parent Survey and Program Selection forms for the past few years, the surveys indicate that 100% of parents select and prefer Freestanding English as a Second Language as their first choice, rather than dual language or transitional

bilingual programs. The ATS reports used to determine NYSESLAT eligibility are the RNMR and RLAT.

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. The program models offered at PS 78 are aligned with parent requests. Currently at PS 78, all ELL students are placed in Freestanding English as a Second Language Program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1a. The Principal, Assistant Principal and the ESL teacher meet on a monthly basis with the designated ELL classroom teachers to discuss and analyze continuity of our ELL's instruction. ELL instruction is delivered primarily by the school's ESL teacher with support from identified classrooms on each grade. The organizational model used at PS 78 is a pull-out (PO). The model facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and language experience approach. Instruction is focused around the building wide focus Using Evidence in Argument and Discussion as well as the instructional shifts of the Common Core. Focusing on the instructional shifts provide support with academic vocabulary, providing text based answers, writing from sources and staircase of text complexity. These approaches are supported with a variety of technology (computers, personal audio recorders, etc.).
    - 1b. The PO model utilizes a primarily homogeneous grouping of students with the same proficiency levels in one group. The student's proficiency levels are based on the LAB-R and NYSESLAT results.
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)?
    - 2a. In order to meet the linguistic needs of our ELL's, parental choice and CR Part 154 Mandates, PS 78's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students who tested at the advanced level of proficiency will receive 180 minutes per week. The advanced students are seen in a PO model during the skills block where writing skills are strengthened. Beginning and intermediate level students receive PO support.
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. The methodology used in the PO model includes explicit content area instruction according to the specific grade standards and Common Core instructional shifts. ESL teacher, classroom and intervention teachers plan together. The ESL teacher supports academic vocabulary, sentence structure, word study, phonemic awareness, text based answers, writing from sources and staircase of text complexity in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts Program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, use of glossaries and artifacts, multi-cultural and literature-rich classroom libraries in English (with texts available in the native language) lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day (with visual aids), charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing, math, science and social studies. Instruction is also focused around the building wide focus using Evidence in Argument and Discussion as well as the instructional shifts of the Common Core. These approaches are supported with a variety of technology tools (computers, personal audio recorders, etc.).
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. Our ELL students are appropriately evaluated in their native language by using a calendar that is included in the memorandum with the answer document submission dates. The Spanish LAB is also administered once to first time enrollees who do not test out on the English LAB-R and who have a home language of Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year measuring their growth by using the following systems: Annual Measurable Achievement Objectives tool, periodic assessments, story telling, presentations and NYSESLAT assessments.

6. How do you differentiate instruction for ELL subgroups?

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

6a. SIFE:

Currently we do not service students with Interrupted Formal Education(SIFEs). If we did, our plan would provide for these students to receive after school and Saturday intervention programs to support additional enrichment.

6b. Newcomers:

Instruction of ELLs is differentiated based upon the individual needs of students. The new students at PS 78 are given opportunities to work independently as well as working cooperatively with peers. All ELLs are offered the opportunity to participate in school based After School Program and Saturday classes. The programs provide support in math and literacy. Homework assistance is provided and independent reading is encouraged to support our instructional focus Using Evidence in Argument and Discussion. In addition, ELL students are expected to participate in ELA testing (after one year of English Language Instruction) in grades 3, 4, and 5 will have the opportunity to participate in our school's Saturday Enrichment Program, beginning January and culminating in April to address grade specific needs in reading, writing, listening and math. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio supplement. This year ELL students also complete Performance Based Assessments at the end of every Ready Gen and Go Math unit.

6c. ELLs 4-6 Years:

For our 4-6 year Ells, students are supported in their literacy skills as well as their skills in English language acquisition. Individualized intervention plans are developed to support their academic success. The students work more in the area of writing and it includes: exploring text organization, developing complex sentences, integrating the teaching of language skills with subject matter content and expanding the range of vocabulary through root and affix analysis. We also offer the ELL students a computer based program, IMAGINE LEARNING ENGLISH PROGRAM. Our ELL population will access this program on a daily basis for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension. In addition, ELL students can access the web based computer program, ONE MORE STORY. Here students can listen and read along a story they have selected. Words are highlighted as they read.

6d. Long Term ELLs:

Currently, we do not service any long term ELLs. We do, however, have a program in place to support those students when the need arises. Long term ELLs continue to receive academic support through small group intervention, After School and Saturday programs.

6e. Former ELLs:

Our former ELLs have access to all educational supplementary programs such as extended time for testing, after school programs and Saturday Academy classes.

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. ELLs SWD:

This year ELL special needs students are integrated with the general education ELL population during mandated minutes using the core curriculum which consists of the Ready Gen and Go Math programs. The ESL teacher will have a copy of the IEP for each child, to help understand their learning needs. In addition, ELL special needs students who continue to have significant difficulty in area of encoding and decoding, will participate in small group instruction, Foundations (K-2), vocabulary development, re-wording instructions-breaking them down into simple steps, just right books on child's level, graphic organizers, SMART boards, audio and visual aids, and RTI strong tier 1 high quality instruction.

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. LRE:

Our school is part of the Special Education Reform to support our ELLs and SWDs. We offer ICT classes presently on grades Kindergarten, Third, Fourth and Fifth grade. We also offer SETTTS services to students in general education and flexible scheduling where students have the opportunity to be mainstreamed for certain subjects. Furthermore, our Response To Intervention (RTI) Committee meets weekly to discuss and review identified students and provide research based instruction and interventions that address the individual, linguistic, and academic needs of our students. The curriculum that is used is aligned with General Education using Imagine Learning and technology programs that are differentiated to address the different learning styles (visuals, tactile, auditory, kinesthetic learning styles.)

**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**

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

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

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

**Native Language Usage and Supports**

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



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.

9. At PS 78, targeted intervention programs are offered in reading, writing, math, social studies and science. All intervention services are provided in English and are targeted to address the needs of the learners in each specific group. For example, for beginning students the program usually includes the use of manipulatives, visual and auditory supplements, vocabulary and working on letter-sound correspondence placing heavy emphasis on total physical response. Students on the intermediate level use many of the same techniques but focus more on developing word study and academic vocabulary. Advanced students focus on written English including developing sophisticated sentence structure and the exploration of a variety of genres in reading and writing.

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

The program is effective because instruction focused around the school wide focus Using Evidence in Argument and Discussion as well as the instructional shifts of the Common Core. Focusing on the instructional shifts provide support with academic vocabulary, providing text based answers, writing from sources and staircase of text complexity. These approaches are supported with a variety of technology tools (computers, personal audio recorders, etc.). According to AYP data 2012-13 the ELL subgroup shows a growth percentile of 53.9 percent which outpaces the growth percentile of the school which is 53.8 percent. The data also shows that the Hispanic subgroup has a growth percentile of 55.3 percent which is better than the percentile of the school as a whole.

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

11. This year one of our goals is providing our students with skills needed for college readiness. We expect that students will be able to verbalize their academic goals and have a clearer understanding of their strengths and weaknesses. We also want to have our students perform proficiently at achieving the instructional focus using Evidence in Argument and Discussion, as well as, the instructional shifts of the Common Core.

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

12. We do not expect to discontinue any services for our ELL students this school year.

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

13a. All ELLs are provided with the same opportunities to participate in school based After School and Saturday classes. All students are invited to join and participate in all curricular and extracurricular programs with an effort made by all teachers and parents to encourage the students to participate.

13b. In addition, our school is part of the "Project Read Program" for First graders. The program provides 1:1 tutoring. Under supervision, high school students read with children, provide homework assistance and use a prescribed phonics program.

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

14a. ELL students will be utilizing the web based computer program, "Imagine Learning English". In addition, the ESL teacher has access to, but not limited to, the Rigby Reading Program, ELL Intervention Kits, and "Preparing for the NYSESLAT and

Beyond". The ELL students are also given access to books and magazines in their native language to support each child's continued academic growth.

14b. Lessons in Science and Social Studies are made as "hands-on" as possible, posters, videos, illustrated books, partner interviews, glossaries, dictionaries, group projects and include experiments, school trips and a variety of tactile experiences meant to support all learners including ELLs in our classrooms. Smartboards are in grades K-5 classrooms and enable teachers to easily incorporate visual and auditory cues in their lesson that in turn, more fully support our ELLs vocabulary and concept acquisition.

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

15. All our ELL classrooms have multi cultural libraries, glossaries, dictionaries, literature and illustrated big books in their native language, visual cues, posters, games and songs. The ELL classrooms also provide cooperative learning giving our ELL students an opportunity to think/pair and share with other students.

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

16. Our required services for our ELLs are arranged around proficiency level and grade level. If a great disparity between levels of language acquisition occur between one or more students in a given class or on a given grade, care is taken to reschedule that student to be included in the ESL instruction in another grade or with another group (working at a more appropriate level). The rescheduling will only be for one 50 minute instructional period, making sure that students are working with the ESL teacher during their second period of instructional time which focuses on grade appropriate content.

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. We are planning to invite the newly enrolled ELL students and their parents to our school "Share Fair", held at the end of May, where both parents and students will have an opportunity to see and visit what our school offers throughout the year in all subject areas. For those students and parents who are unable to attend this fair, they will also be invited to attend our Open House in June which will offer many resources for the families.

18. What language electives are offered to ELLs?

18. Our school does not provide language electives to our ELLs as we are an elementary school.

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)?

### 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. Many of our students speak another language other than English in their home, therefore, we consider most of our students as English Language Learners whether they're entitled to services or not. All teachers in our school are considered teachers for English Language Learners and have various opportunities to participate in professional development activities focused on differentiated instruction. Resources include CEI-PEA CFN 534 support organization, as well as, the NYCDOE Regional Special Education Technical Assistance Support Center. Classroom teachers receive site-based, in-class staff development through out the course of the year in core curricula from school-based coaches, support staff and consultants. Opportunities are available during grade meetings and common planning sessions to discuss student work and review assessment data. Staff will continue to be exposed to research in second language learning acquisition, best practices for ELL students and techniques to improve communication between home and school. Professional workshops are provided throughout the school calendar year. The following dates are scheduled for professional development to fulfill the required hours as per Jose P.: September 3, 4, 17, October 7, 28, November 5, 9, 20, and December 9. In 2014, we are also scheduling six sessions for professional development afterschool for two hours monthly on Mondays and Fridays.

2. The ELL population has equal opportunities as non-ELLs to help make the transition to middle school. They visit their feeder schools to help ease the adjustment with the guidance counselor, classroom teacher and support staff.

3. All staff receive training during professional development day and faculty meetings to gain knowledge of the ELL identification process, mandated services, as well as the components of this policy. Parent coordinators and school secretaries are supported through separate staff development offered by the school, the network and the DOE. The staff who is involved with the Title III are trained in ESL techniques and methodologies by the ESL teacher, Assistant Principal, and outside sources. Also, our Network offers additional ESL Professional Development sessions as per Jose P. mandate in Sheltered Instruction Observation Protocol Model.

4. Our ESL teacher meets for one hour on a monthly basis from October to June with all teachers including special education teachers providing them with training and information obtained from conferences and workshops. During these conferences, the ESL teacher provides an agenda of items to be discussed keeping records and attendance on file.

## **D. Parental Involvement**

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

1. It is our school's goal to increase parental involvement. Parents of ELLs are invited to attend all activities provided by the Parent-Teacher Association. In addition, they are invited to attend school performances and class literacy celebrations which are held every six to eight weeks. Parents are also encouraged to attend parent teacher conferences and school trips.

2. We currently do not partner with other agencies or community based organizations to provide workshops or services to ELL parents.

3. The needs of our ELL parents are determined through parent surveys and questionnaires, feedback during PTA meetings, parent participation on our School Leadership Team, direct contact with school's Parent Coordinator and meetings and phone conversations with teachers.

4. Translation services are provided and school notices are translated into Spanish. In addition, the staff includes a school aide who is fluent in French and Haitian Creole and a bilingual Parent Coordinator, fluent in English and Spanish, who are able to translate for parents as needed.

## **E. Additional Information**

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

## Part VI: LAP Assurances

**School Name:** Anne Hutchinson

**School DBN:** 11X078

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudina Skerritt	Principal		1/6/14
Ranae Overstreet	Assistant Principal		1/6/14
Leticia Ayala	Parent Coordinator		1/6/14
Aida Hernandez	ESL Teacher		1/6/14
Carol Richards	Parent		1/6/14
Yvonne Mitchell	Teacher/Subject Area		1/6/14
Eileen Mayclim	Teacher/Subject Area		1/6/14
Kerry Ann Roberts	Coach		1/6/14
Tamika Tolliver	Coach		1/6/14
Digna Rozon	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Stephanie Claxton	Other <u>SETTS</u>		1/6/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 11x078 School Name: PS 78

Cluster: CEI/CFN 534 Network: CEI 534

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

### **Part A: Needs Assessment Findings**

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

The data and methodologies used to assess our school's written translation and oral interpretation needs consist of the following:

- a. Student registration form - helps us determine the language need of the parents during an informal interview.
- b. Home Language Survey (HLIS)
- c. Parent Language Survey - asked parents in what language do they prefer all oral and written correspondence.
- d. Language Allocation Policy (LAP) - part III ELL demographics of this document contains a breakdown of ELL's by grade in each language group.
- e. RPOB report - place of birth
- f. Parent Orientations/PTA meetings
- g. Parent/Student Ethnic Identification Surveys
- h. Emergency cards - parents' language preference written on card.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The language spoken by our ELL population parents are as listed: Spanish, Spanish and English, Arabic and English, Haitian Creole and English and Fulani and English. Interpretation is needed for several of the Spanish speaking parents. Because we have so many students who come from Hispanic descent and the language of the majority of our parents is Spanish, all of our correspondence is in English and Spanish. Our teachers are informed of the Home Language Survey (HLIS) of their students and provided with translators as needed for communication. During our parent-teacher conferences, we have translators available who speak Spanish. We also have our office staff and other teachers in the school building who are bilingual in Spanish and English. These findings will be distributed to the staff via a memorandum

and email.

## **Part B: Strategies and Activities**

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

Written translation of school notices will be translated into Spanish by school staff and will be attached to English notices.

Our school will provide the written translation services primarily for correspondence to parents and include the following:

- a. Translated Home Language Survey (HLIS)
- b. Student registration form
- c. Parents' Preferred Language forms
- d. Parent/Student Ethnic Identification Surveys
- e. Translated Bill of Rights & Responsibilities
- f. Title III After School Applications
- g. ELL parent orientations
- h. Workshop information
- i. School monthly newsletter & calendars
- j. Special forms (lunch, health & emergency cards)
- k. Permission slips/consent forms
- l. Promotional criteria, promotion in-doubt letters and progress reports
- m. Testing & SES information
- n. Legal, disciplinary, & safety matters
- o. After & summer school programs

All translated documents are distributed at the same time as English. School staff provides written translation services in-house and if necessary, an outside vendor will be utilized.

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.

In house school staff will provide Spanish translations. Translations will be completed before notices are distributed to parents. The following oral interpretation services at our school are provided for:

- a. Parent-teacher conferences, workshops and PTA meetings
- b. ELL Parent Orientation
- c. Promotional Criteria
- d. Testing & SES information
- e. Legal, disciplinary, & safety matters
- f. Student attendance meetings
- g. Phone messenger

For our special needs students, the following oral interpretation services are provided:

- a. New Student & Parent Enrollment Interview
- b. Manifestation Determination Review (MDR)
- c. Initial Counseling Meeting
- d. Behavioral Intervention Plan & Functional Behavioral Assessment

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>.

When the need arises as per Chancellor's Regulation A-663, oral interpretation is provided. Information about how to obtain translations and interpretations are posted in the lobby for parents in English and the eight languages as per the Chancellor's Regulations, the signs indicating to the parents the availability of language services and directing them to the the location of these services. If ever in-house staff cannot provide the specific services needed, we then request services from the Department of Education's Translation and Interpretation Unit. These findings will be distributed to school staff via a memorandum and email.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 78	DBN: 11X078
Cluster Leader: CEI/538	Network Leader: Ben Waxman
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

PS 78 Saturday Academy Program will provide additional academic and linguistic support to our ELL students. The supplementary program will focus on: vocabulary, comprehension and language development in the content areas of English Language Arts and mathematics. The targeted groups are ELL students in grades 3-5 who will be taking the NYS ELA test in the spring.

Subgroups and grade levels of students to be served: Grades 3, 4 and 5

Grade 3: 9 ELL students functioning at the Beginner/Intermediate levels

Grade 4: 4 ELL students functioning at the Beginner/Intermediate levels

Grade 5: 5 ELL students functioning at the Beginner/Intermediate and Advanced levels

Total: 18

Students were identified based on the data: NYSESLAT, ELA and Math tests.

Schedule and duration: Beginning January 2013, ELL students will have opportunity to attend Saturday Academy support services for a three and half hour session on Saturdays for 8 weeks, from 8:30 a.m. to 12:00 p.m.

Language of instruction: English

# and types of certified teachers: Certified ESL teacher and General Education teachers

Materials:

New York State Coach English Language Arts Empire edition Practice Test, New York State Coach English Language Arts Empire edition Workout and New York State Workout Mathematics Empire Edition for grades 3-5.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Rationale:

Many of our students speak another language other than English in their home, therefore, we consider most of our students as English Language Learners whether they're entitled to services or not. All teachers in our school are considered as teachers for English Language Learners and have various opportunities to participate in our school focus of differentiated instruction for professional development.

Our Saturday Academy classes are opened to all students including ELLs from grades 3-5 which will run for eight weeks starting January of 2013. There will be three workshops: Incorporating the Common Core state Standards into the Curriculum for mathematical and language practices, Looking at Student Work and Analyzing Student Data, and Ways and Strategies to increase Student Engagement during the months of January, February and March conducted by our ESL teacher, Mrs. A. Hernandez, Literacy and Math coaches, Ms. Tolliver and Ms. Roberts. These workshops will be held on a Saturday for one hour and teachers will be paid per session. The workshops will help teachers to adjust their instruction and group students accordingly based on the results from their pre, mid and post practice exams by using the New York State English Language Arts and Math Practice books and New York State Workout English Language Arts and Math Practice Empire Edition books for grades 3-5.

During our Saturday Academy classes the following topics will be covered: utilizing the common core state standards for direction instruction, academic and math vocabulary, comprehension, language development, math games to practice skills, writing and testing strategies.

**Part C: Professional Development**

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Rationale:

It is our school's goal to increase parental involvement all year round and support the instruction of all students.

For those ELL students attending the Saturday Academey classes, our ELL parents are invited to attend three workshops for two hours during the months of January-March 2013 introducing the ELA and Math State exams which will be conducted by our ESL teacher, Mrs. A. Hernandez, Literacy and Math coaches: Ms. Tolliver and Ms. Roberts paid per session. The following topics will be discussed: Helping your child prepare for ELA and Math State exams aligned with the Common Core Standards and Practicing testing strategies.

All parents are notified by mail, distribution of flyers and parent monthly calendar in their native language. Translation services are provided and school notices are translated into Spanish. In addition, the staff includes a school aide who is fluent in French and Haitian Creole. She is able to translate for parents as needed.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

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