



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: THE GARRETT A MORGAN ELEMENTARY SCHOOL**

**DBN (i.e. 01M001): 09X132**

**Principal: ANISSA REILLY**

**Principal Email: AREILLY6@SCHOOLS.NYC.GOV**

**Superintendent: DOLORES ESPOSITO**

**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
Anissa Reilly	*Principal or Designee	
Adrienne Moore	*UFT Chapter Leader or Designee	
Heaven Foreman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dawn Gant	Member/ Parent/Title I Representative	
Charmain Sanjurjo	Member/ Parent	
Lateish Barcus	Member/ Parent	
Andre Faison	Member/ Parent	
Beatrice Sallard	Member/ Parent	
Betsy Goldberg	Member/ UFT	

\*\*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 09X132**

School Configuration (2013-14)					
<b>Grade Configuration</b>	PK,0K,01,02,03,04,05	<b>Total Enrollment</b>	492	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	8	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	N/A	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	48
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	8	<b># Music</b>	N/A	<b># Drama</b>	5
<b># Foreign Language</b>	N/A	<b># Dance</b>	5	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	89.1%	<b>% Attendance Rate</b>			89.5%
<b>% Free Lunch</b>	100.0%	<b>% Reduced Lunch</b>			0.0%
<b>% Limited English Proficient</b>	18.3%	<b>% Students with Disabilities</b>			23.8%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.8%	<b>% Black or African American</b>			44.4%
<b>% Hispanic or Latino</b>	53.8%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			0.4%
<b>% White</b>	0.6%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	6.79	<b># of Assistant Principals</b>			2
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			3
<b>% of Teachers with No Valid Teaching Certificate</b>	1.9%	<b>% Teaching Out of Certification</b>			N/A
<b>% Teaching with Fewer Than 3 Years of Experience</b>	17.0%	<b>Average Teacher Absences</b>			6
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	5.4%	<b>Mathematics Performance at levels 3 &amp; 4</b>			4.1%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	64.9%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

## SCEP Overview

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

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

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

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

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

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

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

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

### **Major Recommendation**

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

Ensure the consistent use of research-based teaching practices across classrooms to result in high levels of student thinking, engagement, and quality in work products.

<b>Review Type:</b> QR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 5	<b>HEDI Rating:</b> D
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### **Tenet 2: School Leadership Practices and Decisions**

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

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

### **Annual Goal #1**

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

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

### **Instructional Strategies/Activities**

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

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

3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day teacher observation and pre- and post conferences

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>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>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>	<b>x</b>		

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Deepen the development and use of Common Core-aligned curricular units and academic tasks that promote depth of knowledge and higher-order skills for all students.									
<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D		

**Tenet 3: Curriculum Development and Support**

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

**Annual Goal #2**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
<ol style="list-style-type: none"> <li>1. The Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS</li> <li>2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS</li> <li>3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum</li> <li>4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.</li> <li>5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study</li> </ol>									
<b>B. Key personnel and other resources used to implement each strategy/activity</b>									
<ol style="list-style-type: none"> <li>1. Data specialist, teachers</li> <li>2. Educational consultants, assistant principal, teachers</li> <li>3. Network instruction support staff, teacher teams</li> </ol>									

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>		<b>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>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).			
Expand collective buy-in in order to advance the school's vital vision to accelerate student learning through data-based goals that drive school improvement efforts.			
<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013
<b>Page Number:</b>	6	<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 State standards as measured by a 5% increase in students scoring at	

Levels 3 & 4 on the NYS ELA assessment.

**Instructional Strategies/Activities**

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

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

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

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

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

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

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

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

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

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

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

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

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

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>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>

**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).

Deepen the development and use of Common Core-aligned curricular units and academic tasks that promote depth of knowledge and higher-order skills for all students.

<b>Review Type:</b> QR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 5	<b>HEDI Rating:</b> D
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**Tenet 5: Student Social and Emotional Developmental Health**

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

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

**Annual Goal #4**

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

By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school’s Annual Attendance Report.

**Instructional Strategies/Activities**

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

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

1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school counselor to address absence and lateness

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

1. Teacher, data specialist, administrative staff
2. Administrators, guidance counselor, Data specialist
3. Administrators, guidance counselor

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students

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

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

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

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

**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>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.					
Title I School Success					
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 ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>
					<b>PF Common Core</b>
					<b>PF Parent Engagement</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).					
Expand collective buy-in in order to advance the school's vital vision to accelerate student learning through data-based goals that drive school improvement efforts.					
<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6
		<b>HEDI Rating:</b>	D		

#### **Tenet 6: Family and Community Engagement**

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

#### **Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.					
In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%					

#### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).					
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>					
<ol style="list-style-type: none"> <li>1. Planning and implementation of a Family outreach plan</li> <li>2. New Parent Orientation/Family Night/Open House for Parents</li> <li>3. Monthly implementation of parental offerings</li> <li>4. Student recognition events</li> </ol>					
<b>B. Key personnel and other resources used to implement each strategy/activity</b>					
<ol style="list-style-type: none"> <li>1. Principal, assistant principal, parent coordinator, selected teachers</li> <li>2. Principal, assistant principal, parent coordinator, teachers</li> <li>3. Parent coordinator</li> <li>4. Principal, assistant principal, parent coordinator, 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. Completed Family outreach plan</li> <li>2. Attendance at Parent Orientation/Family Night/Open House for Parents</li> <li>3. Parental attendance at parent offerings</li> <li>4. Parental attendance at Student recognition events</li> </ol>					
<b>D. Timeline for implementation and completion including start and end dates</b>					
<ol style="list-style-type: none"> <li>1. August-June, ongoing</li> <li>2. Fall, Spring</li> <li>3. Day time workshops, breakfasts, evening events</li> <li>4. Ongoing, September 2013-June 2013</li> </ol>					

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

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator’s planning and hosting of parent offerings
4. Staff attendance at Student recognition events

***Budget and Resource Alignment***

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

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

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Supplemental reading and writing instruction	Small group and tutoring	Before and after school
<b>Mathematics</b>	Supplemental mathematics instruction	Small group and tutoring	Before and after school
<b>Science</b>	Lab work	Tutoring	During the school day
<b>Social Studies</b>	Project based learning	Tutoring	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Peace-builders & Anti-bullying and Educators for Social Responsibility	Small group	Before and during the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**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).
NA

**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>09</b>	Borough <b>Bronx</b>	School Number <b>132</b>
School Name <b>Garrett A. Morgan Elementary School</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>Anissa Reilly</b>	Assistant Principal <b>Danette Wiggins</b>
Coach <b>Lashawn Jefferies</b>	Coach <b>type here</b>
ESL Teacher <b>Janet Kwon, ESL Coordinator</b>	Guidance Counselor <b>Gerry Hemphill</b>
Teacher/Subject Area <b>Betsey Goldberg/Teacher-Gr3 SE</b>	Parent <b>Dawn Grant</b>
Teacher/Subject Area <b>Adrienne Moore/Teacher -Gr5</b>	Parent Coordinator <b>Dwayne Daley</b>
Related Service Provider <b>N.Desta</b>	Other <b>Flolette Ashburne</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Rosemary Caban, ESL Support</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>1</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>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>499</b>	Total number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>13.63%</b>
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## Part II: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### 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>														
self-contained		1												1
Push-In	2	1	1	2	1	2								9
<b>Total</b>	2	2	1	2	1	2	0	0	0	0	0	0	0	10

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	
SIFE	0	ELLs receiving service 4-6 years	27	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	41		11	27		13	0			68
Total	41	0	11	27	0	0	0	0	0	68

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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	2	9	10	3	9	20								53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French	1	1			3									5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	2	2	3								9
<b>TOTAL</b>	3	11	11	5	14	24	0	0	0	0	0	0	0	68

## 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	4	1	0	1	4								12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	3	5	2	6	6								23
Advanced (A)	0	4	5	3	7	14								33
Total	3	11	11	5	14	24	0	0	0	0	0	0	0	68

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	11	2			13
5	14	5			19
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	11		2						13
5	14		3		2				19
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  1. PS 132 implements a variety of assessment tools to assess the early literacy skills of our English language learners. The assessment tools, Fountas & Pinnell reading levels, Ready-Gen unit assessments, and Go Math unit assessments.
    - Fountas & Pinnell baseline, midline, and endline running records are administered to determine students' instructional and independent reading levels. We create our small group instruction and flexible groups and embed differentiated instructional techniques based on students' needs and abilities.
    - Ready-Gen assessments are administered as interim check points regarding student mastery of literacy skills.
    - Go Math assessments are administered as interim check points regarding student mastery of math skills.Based on the data, we strategically devise a table of organization whereby we match teacher effectiveness to student need. We decide on PD to build teacher capacity. We determine our school instructional foci for the year to positively impact and increase student achievement. The analyzing of data and identification of common trends that are negatively impacting achievement are addressed via our instructional plan.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. The data indicates that the ELL students in our building need intensive and differentiated instruction in reading, writing, speaking and listening. The achievement patterns learned from the previously mentioned assessment tools and periodic assessments in the early grades dictate that the emphasis should be on building a stronger foundation with phonemic awareness and decoding. The data indicates that many of our ELL students struggle with blending and segmenting. The ELL students need more visuals to build background knowledge and conceptual understanding.

The LabR and NYSESLAT data enable us to identify instructional foci for our ELL students. We also give PD to teachers to build their capacity. The strategies that we implemented based on the data have positively impacted and increased the achievement of our ELL students . 55.4%(41/74) made progress by moving from one level to another.
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. Patterns across NYSESLAT modalities affect instructional decisions in that all teachers differentiate their instruction at their zone of proximal development by formulating small instructional groups based on needs and abilities. The school initiated online early reading programs and reading intervention programs to help our students with their reading skills. The school aims at moving our ELL students to perform at par with their native speaking peers.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  4.
    - a) The patterns across grades indicate that students are struggling writers. Students struggle with clearly communicating their thoughts so that it makes sense to the reader. The students that were tested in English juxtaposed to their native language fared equally.
    - b) The school leadership and teachers are using the results by analyzing the data and implementing strategies in the classroom that support ELLs. These patterns have also prompted us to continue to cluster our ELLs in grades K-5 and create free-standing ESL classes.
    - c) The school community is learning that ELLs need more support in reading and writing in English. Students are also provided with books, visuals, and peer tutoring in their native language. Students are required to create and support viable arguments using text based evidence.
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](#).)
  5. Our school uses data to guide instruction for ELLs within the RTI framework beginning with Tier 1. After analyzing the data for students in need of RTI, we adjust Tier 1 instructional strategies so that fewer students need Tier 2 instruction, which is giving extra attention, activities and experiences. This is done in addition to core instruction. -We determine whether students are benefiting from an instructional program within a reasonable time. We build more effective instructional programs for students who are not

benefiting, compare the efficacy of different forms of instruction, design more effective, individualized instructional programs. It is our goal to reduce inappropriate referral rates and to increase educational opportunities for linguistically and culturally diverse populations. In order to meet ELLs' needs in an RtI framework, we strive to understand their characteristics as children and learners. We ensure that we view their status as language learners as an asset. The data informs placement of students within each Tier.

6. How do you make sure that a child's second language development is considered in instructional decisions?
  6. At this time, we do not have a TBE program at our school.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
  7. At this time, we do not have a dual language program at our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We organize and analyze the data. Then we create an action plan for instruction to respond to the need of our targeted focus group. As a result, 55.4%(41/74) of our students made progress on NYSESLAT and we made AMAO1. On the NYC Report Card, we met AYP as a result of 73.3% of ELL students making gains.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. The ELL identification process starts with student registration. Parents are required to fill out the Home Language Identification Survey (HLIS) with oral interviews in English and in Spanish by a certified pedagogue. The Spanish interviews are conducted by Ms. A. Lopez, a certified ESL teacher. Ms. Janet Kwon, a certified ESL teacher, determines through an oral interview of the family and the new admits the home language of the students whose first language is other than English. Ms. Kwon then makes sure that the information on the HLIS are complete and that the form is signed by the parent. The other than English language exposure (OTELE) code is then provided to the school secretary. Copies are kept on file, one in a central location and the other in the student's cum folder. The LAB-R is then administered to students whose first language is other than English within the first 10 days after registration by Mrs. Kwon, certified ESL teacher. Students who score at or below the LAB-R scores are then designated to receive ESL instruction. The Spanish Lab-R is administered by Ms. Lopez, certified ESL teacher.

After the LAB-R testing, parents are sent letters for those students who are eligible for ESL services. The letters invite parents to attend an orientation meeting where they are welcomed and receive translation in their native language. During the meeting, parents are shown the orientation video in their native language with translators and translation boxes available. An open discussion about program selections follows. The discussion includes an in depth explanation of each of the following programs: a Dual Language (DL) Program, a Transitional Bilingual Education (TBE) Program, and an ESL program.

We keep a documented account of parent selections, so that if the required number of students are selected for a particular program, it can be implemented.

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are:

    - Review the Bilingual Education Student Information Survey (BESIS), and ATS for RLER, RLAT and RNMR to determine a student's eligibility to take the NYSESLAT.
    - NYSESLAT is administered either individually or in a group according to the modality – speaking, listening, or writing – being tested by J.Kwon, certified ESL teacher, Ms. Lopez, certified ESL teacher, teachers whose students are tested. A schedule of rooms and times are placed on the school's newsletter and announced. The same testing conditions exist that exist for the NYS

Standardized Tests.

- Proficiency levels are determined when the NYSESLAT is scored and the results are reported.

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. The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual Program, Dual Language, and ESL) after viewing the orientation video are:  
Process and Outreach  
Entitlement letters are sent to the parents informing them of their child's ELL status and information regarding the Parent Orientation Meeting. During our orientation sessions, parent surveys and program selection forms are distributed, completed, returned, and filed by Ms. Kwon, certified ESL teacher. If the parents do not attend, they are contacted by the parent coordinator, phone relay and/or home visits. All efforts by the school to reach the parents are fully exhausted first. Then if parents fail to respond, the student is placed in a free standing ESL program where they will receive push-in/pull-out services from a certified ESL instructor.  
Timeline  
Entitlement letters are sent to parents within the first ten days of school with a date and time for the parent orientation meeting. If the parent(s) do not attend the orientation meeting, the parent coordinator contacts them again the morning of the meeting. The school offers 2 additional meeting dates to accommodate the parents who had difficulty attending the first meeting. This process is completed by the second week of school and documentation is kept on file.
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. Entitlement letters and the Parent Selection are sent out to parents to inform them of their child's ELL status. Parents sign the letters and send them back to school. If a parent chooses a program that is not offered at PS 132, we provide them with information on schools that offer their program choice and explain that we will keep their selection choice on file and when the number of students that requested that choice meets the criteria, opening that class will be reviewed and considered.  
In case a form is not returned, or if a parent misses the orientation, a second letter and third letter is mailed to the parent to reschedule another orientation session. We also implement a phone relay, home visit and outreach of parent volunteers and the parent coordinator. If the parent does not respond and all of the school's outreach efforts are exhausted, the student is then placed in an ESL program.  
PS 132 does not offer a Transitional Bilingual Education Program or a Dual Language Program. We have created a tracking sheet to account for languages selected by parents. The pedagogue who is responsible for conducting the initial screening and administering the HLIS and LAB-R is Janet Kwon, a certified ESL teacher.
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. The criteria used to place identified ELL students in bilingual or an ESL instructional program is based on student LAB-R scores. The procedure is to cluster ELL students in the same class on the same grade with a licensed common branch/ESL teacher that has demonstrated best teaching practices as well as a record of their students' achievement data falling on the higher level of the learning continuum. The students are then grouped according to proficiency levels and receive push-in/pull-out services via a certified ESL teacher. Parent meetings are conducted in the parents' native language by the parent coordinator, with translator options. They also receive letters in their native language explaining our instructional strategies. We have created a parent selection tracking sheet to account for the program selections made by parents.
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. All accommodations and mandates that meet the New York State Standardized Exams are replicated for the NYSESLAT. We create a list for proctors and students to be tested. They are given their location and testing memo. The start time is announced over the PA system and the rest of the school is aware that they must follow all rules for standardized testing. If a non-attendance pattern is determined, the testing coordinator and/or ESL teachers will contact the student's home prior to testing to ensure attendance for the tests.
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. 132 are aligned with parents' choices and requests based on the program selection form.

PS 132 offers an ESL program for general education students and special needs students. If the parents of 15 or more ELLs in two consecutive grades opt for a Transitional Bilingual Education Program, creating one will be considered to ensure alignment between parent choice and program offerings.

## 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 organizational models of PS 132 are the push-in/pull-out ESL and self contained models. Students are grouped heterogeneously using best practices in differentiated instruction.
    - 1b. In the ESL push-in/pull-out model, the ESL teacher works with the classroom teacher to provide ESL instruction using ESL methodologies and data. In the self contained model, students are clustered based on the NYSESLAT data and provided ESL services in accordance CR Part I54 mandates.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    2. We ensure that explicit ESL and ELA instructional minutes are delivered to our heterogeneous cohorts in each program model as per CR part 154 by using a large group push-in instructional approach.
      - a) Monday through Thursday mornings for 37.5 minutes, students are engaged in small group tutorial sessions. The ELL students that have obtained a beginner or intermediate proficiency level receive 360 minutes of weekly instruction in ESL. The students that have obtained an advanced proficiency level receive 180 minutes of weekly instruction in ESL. Proficient ELL students receive 90 minutes of instruction in ESL.. ESL methodologies are incorporated in all content areas using the SIOP model. In addition, various differentiated instruction (DI) techniques are integrated to promote optimal achievement. These techniques are combined with the use of visual aids and the use of Total Physical Response (TPR) techniques to support language acquisition. WE DO NOT HAVE BILINGUAL CLASSES AT THIS TIME.
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) In the Free-Standing ESL model, instruction is delivered through the content areas in 100% English. To make content comprehensible and to enrich language development, we use ESL methodologies based on the SIOP model, total physical response (TPR), and CCLS. We also embed technology in our instruction. The content areas are ELA, Math, Social Studies, Science, Music, and Art. We use Pearson READY GEN for ELA and instruction is sustained in a 90 minute block daily. We use GO MATH. Instruction is sustained in a 90 minute block daily. Both programs were adopted due to the fact that CCLS is embedded.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  - 4) We ensure that ELLs are appropriately evaluated in their native languages through native language assessments and screeners. Native Language translators are used on an as-needed basis. We use Learning Leaders as interpreters in our ESL Saturday Academy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

We ensure that ELLs are appropriately evaluated in all four modalities of English language acquisition throughout the year by acquiring a literacy curriculum that is Common Core aligned and has ELL support embedded. We use previous NYSESLAT testing materials to practice in the four modalities during Saturday Academy for ELLs. We pre and post test. ESL teachers articulate to align lessons and formative assessments to the reading, writing, speaking and listening modalities. Because of the Adoption of the Advance system, we have MOSL's. K-2 Students are evaluated in ELA bi-annually using F&P running records. The interim checkpoints at the conclusion of each unit are Rigby running record, READY GEN unit assessments and NYC Performance tasks. The additional MOSL for Grades 3-5 are the NYS exams.
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).

6) Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record

reading levels, standardized test scores, interim and teacher made assessments, conferencing, kid watching, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets. Every six weeks the data is reviewed and assessed to determine where students are in relation to meeting their learning target. Depending on the outcome the learning targets are maintained, tweaked, or revised.

a) Although we do not currently have SIFE students, we have a highly motivated instructional team that is trained in the School's Attuned Approach that provides multiple data from a variety of sources that will assist with designing a targeted instructional program.

b) When registered students are categorized as newcomers and parents choose our ESL program, the students receive their instruction from highly qualified teachers through total immersion with ESL support. These students become a part of a heterogeneous cohort based on their grade and then grouped according to varied proficiency levels. Kindergarten through second grade teachers follow the Ready-Gen reading and writing curriculum. Grades K-5 teachers follow the Ready-Gen reading and writing curriculum. All teachers follow the Go Math mathematics curriculum, the New York City science, social studies, and art curriculum. Continued language acquisition support for our early childhood learners is provided through our partnership with Learning Through an Expanded Arts Program (LEAP) and Studio in a School, organizations that teach and support literacy through various art genres. Students also receive additional exposure to the format and the content of the NYSESLAT. In each of the above core curriculum areas, differentiation of instruction is data driven to meet students at their zones of proximal development.

c) In addition to the aforementioned instructional plan, ELLs receiving service for 4-6 years continue to receive ESL instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

d) At this time, we do not have any long-term ELLs. However, in addition to the aforementioned instructional plan, our long term ELLs for 6 years will continue to receive ESL instruction that is specifically geared to their needs and abilities based on the data. They will continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

e) After ELL students test out, they continue to receive the mandated service minutes for the mandated period of time. Testing accommodations are also honored for the mandated time. In addition, they continue to receive the aforementioned instructional plan specifically targeted to their needs and abilities based on formative data.

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) The instructional strategies and grade-level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are for ELA in grades K-5 is the Ready-Gen Curriculum for reading and writing. For Math, we use Go Math for grades K-5. For Science, Social Studies, Music and Art, we use the New York City Approved Standards Curriculum. These curriculums are supported by ESL strategies and methodologies, technology, and the SIOP model. The classroom teachers, the IEP teacher, Mr. N. Desta, health/instructional paraprofessionals and related services providers plan collaboratively and articulate weekly to ensure that mandated services on the IEP's are met. Materials used for subgroups are determined and based on data and the students' zone of proximal development. Some examples of DI are: graphic organizers, using manipulatives, Foundations, contextualizing, Brain Pop, Sound Reading Auditory Processing Program, I-READY etc.

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) The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP, are reviewed by the Response To Intervention team (RTI) where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 2-4 weeks to determine its success and to create any necessary revisions. Bilingual counseling and speech therapy are among some of the services we provide. We have ICT self-contained classes on each grade. We are a Phase 1 school where students with disabilities are mainstreamed and participate in all extracurricula activities with their general education peers.

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

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

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

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

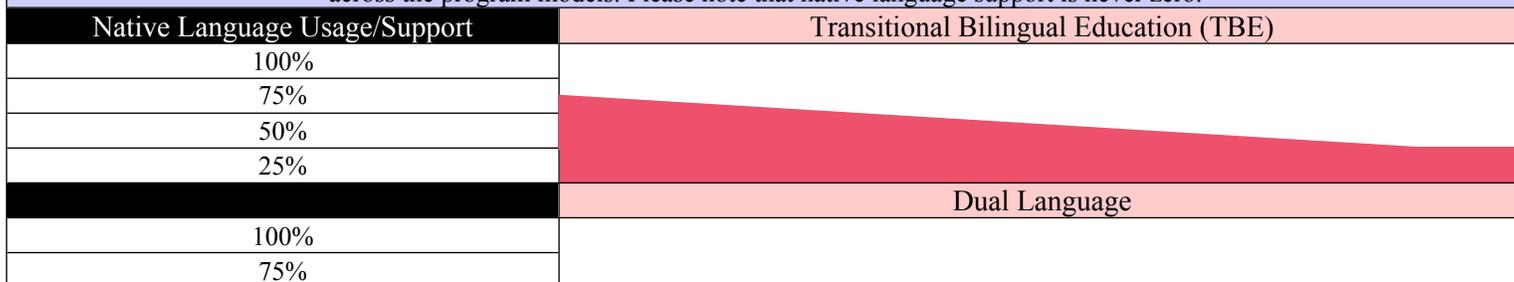
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

9. Instruction is delivered for ELLs in English Language Arts (ELA) via Ready-Gen literacy curriculum. Reader's workshop, small group instruction using differentiated instructional strategies, and writer's workshop are included in this block. Our intervention services for K-5 ELLs include:

- A) IREADY - a computer based generated reading program that adapts to the level of the ELL student.
- B) Sounds Reading Solution - a computer program that specifically targets and develops students' auditory processing skills
- C) Riverdeep – an ELA and math interactive web based computer generated program that adapts to the child's academic level. Since it is web based, students may access the program anywhere in the world.
- D) Academic Intervention Service (AIS) – using a pull-out model skilled instructors provide extra instruction in ELA and mathematics to our most struggling ELL students.
- E) Wilson/Fundations – a one to one and small group reading program that targets struggling readers, used by AIS instructors to support reading deficiencies

We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure that we are on track with meeting our long-term goals. Our interim assessments are administered, analyzed, and discussed every four to six weeks during our weekly collaborative learning meetings. We also provide extra help with syntax and grammar usage during our morning tutorial block for 37.5 minutes.

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 current program meets the needs of our ELLs in both content and language development via language and content objectives being identified in teacher lesson plans and in classrooms. This is also supported by the Ready-Gen ELL strategy support component of the program. ELL/SWD support is embedded in all content areas. All teachers are aware that they are teachers of students with varied needs and abilities. Differentiated instruction is infused into all core subject areas.

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

11. Next year we will continue to fully expand our computer based auditory processing program- Sounds Reading Solution, Rosetta Stone and the I-Ready computerized K-5 Reading Program to support our ELLs. The purpose of this is to strengthen students' language acquisition. As we continue to expose students to all curriculums, they will engage in cross curricular reading programs daily.

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

12. Since our large and growing population of ELLs has not fully obtained proficiency, we are not considering discontinuance because we want to sustain the progress we have made while we work towards 100% proficiency.

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

13. Because our cohorts are integrated within the general education population, they are afforded equal access to all school programs, which include but are not limited to our academic curriculum, social activities, as well as extra - curricular activities. As previously stated, our ELLs receive extra support through LEAP, Studio in a School, from our AIS providers, Ready Set Learn (RSL) and 21<sup>st</sup> Century-Dreamyard Community Based Organizations that will provide weekly after-school extra curricula activities, a school based Saturday ESL Academy for ELLs and their parents. The Saturday Academy, Title III, offer supplementary programs for ELL students in grades 3-5 to address comprehension, reading, writing, listening, and speaking skills to prepare them to pass the NYSESLAT and lessen students' test anxiety. In addition, through our ESL adult classes, parents of our ELL students learn how to become more proficient in English so they can help their children with their homework and school work. All correspondence sent to parents regarding school activities are translated.

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

14. The instructional materials used to support our ELLs and ELL subgroups are as follows:

Reading

- Ready-Gen-ELL support embedded
- IREADY-ELL support infused into computer based program that adapts to the student's needs.
- Riverdeep-ELL support

- Sound Reading Solutions-Auditory processing computerized program provides ELL support by adapting to student need
- Foundations/Wilson-ELL support
- Rosetta Stone- Native Language ELL support

#### Math

- Go Math-ELL support
- Riverdeep-Ell support infused into computer based program

#### Writing

- Ready-Gen-ELL support

#### Science

- NYC Approved Standards Curriculum-DI for ELL support
- Recycling-Project based-DI

#### FOSS

#### Social Studies -DI

- NYC Approved Standards Curriculum-DI
- Houghton Mifflin

#### Technology

- SmartBoards
- ELMO projectors
- Laptop Carts
- RiverDeep Computer software for ELA & Math
- Sounds in Action for ELA
- Waterford Computer software
- Rosetta Stone Computer software

Additional support materials include NYSESLAT skills practice books and CDs, audio/visual aids and center based activities to enrich language acquisition. Differentiated instruction is provided and ELL support is infused.

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

15. Native language instructional support per program is delivered in the following manner:

ESL – Our cohorts receive push-in instruction using ESL methodologies and native language support that provides them with greater access to their current classroom instruction through the SIOP model of instruction..

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

16. The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP are reviewed by the Response to Intervention Team (RTI), where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 2-4 weeks to determine its success and to create any necessary revisions. Bilingual counseling and speech therapy are among some of the services we provide.

#### 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.

Our community based organization in conjunction with PS 132 offer summer enrichment and academic services. Outreach is implemented beginning in early May.

#### 18. What language electives are offered to ELLs?

18. We do not have a Dual Language program; therefore, this section is not applicable.

#### 19. For schools with dual language programs:

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

19. Not applicable

## C. Professional Development and Support for School Staff

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

1. The professional development plan for ALL STAFF, instructional and support, that service ELL's in PS 132 is as follows. It is facilitated by the principal, assistant principals, coach, R-BERN and Network. High quality professional development activities are aligned to New York State Standards. They include, but are not limited to, data analysis and student needs based on the school report card and progress report. The teachers and support staff meet once a week for one period to identify and implement reading and writing strategies for ELLs. During the sessions, student data is analyzed and action plans are created.

2. The professional development offered to instructional and support staff that are instrumental in the academic and social progress of ELL's as they engage in the Common Core Learning Standards is offered through in-house professional development, weekly common planning amongst grade teams and off site PD offered to ALL instructional and support staff. We receive support from our network, OTELLE and R-BERN. We have also engaged in interschool visitations with other schools in our network that have paralleled ELL populations.

3. Our Network PD provides seamless consistency through the use of the SIOP model. Instruction is then provided so that students are equipped with skills and strategies that will help them to be college and career ready in addition to life long learners. STAFF receives professional development that supports this effort through in house and off site collaboration with R-BERN and OTELLE. Eva Garcia, Director of R-BERN implements monthly professional development sessions for ALL staff.

4. The Chancellor's Staff Development days that occur before the start of school and twice during the school year affords us the opportunity to engage non-certified staff in the 7.5 Jose P. hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will be split between the two days that occur during the school year and the focus will be based on analyzing summative and formative data. To make certain that all staff received the minimum number of hours, we keep accurate attendance logs/sheets.

5. We have been allowed to have six additional staff development half days where instructional and support staff is engaged in PD in the use of the READY GEN ELA program which is aligned with CCLS and includes ELL/SWD reinforcement. Records are maintained in a PD binder that includes agendas and attendance.

## 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. Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following:
    - Daily ESL classes for adult learners instructed by a certified ESL and/or Bilingual teacher.
    - Learning Leaders – A volunteering training program that equips and empowers parents on how to partner and assist the school and their child with his/her learning. When parents successfully complete the program, they are able to volunteer in their child's school. This allows them to become more familiar with the curriculum.
    - Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues.
    - Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress.
    - To increase attendance at our meetings we use translation boxes that allow our parents that speak other languages to participate.
    - Supplemental educational services that align with our daily instructional program are provided by PS132x, RSL and 21<sup>st</sup> Century-Dreamyard.
  2. All of the aforementioned activities are birthed out of the understanding that achievement is a home-school partnership and as a result of this understanding we will continue to offer our daily classes for ESL parents and parent workshops. The parent workshops will incorporate information on food and nutrition, self-development, and ways to understand how to help their children with their homework.
  3. The needs of our parents are evaluated in various ways. We have a Q&A session following our orientation meeting, needs survey, parent feedback during Parent-Teacher conferences, parent coordinator outreach, and informal talks during Saturday ESL academy.
  4. Parental involvement activities address the needs of the parents because they are based on feedback from workshops, parent surveys, and informal conversations with parents. We also have a congenial relationship with the Parent Association.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Garrett A. Morgan**

**School DBN: 132**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anissa Reilly	Principal		1/1/01
Danette Wiggins	Assistant Principal		1/1/01
Dwayne Daley	Parent Coordinator		1/1/01
Janet Kwon	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lashawn Jefferies	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: **9x132**

School Name: **Garrett A. Morgan Elementary School**

Cluster: **534**

Network: **CFN**

**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 are; analyzing the attendance from various sources such as, Parent/Teacher Conferences, open house, parent workshops, Home Language Surveys of new admits, parent choice selection forms and parent needs surveys conducted by the School Leadership Team. This information has shown that the majority of our parents speak one of three languages. We use staff and parent volunteers translators and interpreters, interpretation boxes and DOE translation options to ensure that our parents are provided with appropriate and timely information in a language that they comprehend..

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 major findings of our school's written translation and oral interpretation needs are that the majority of our parents speak English, Spanish and/or French. The findings were reported to the school community during an open house orientation, parent/teacher conference welcome sessions, faculty conferences and ESL Adult classes.

## 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 is provided by in house staff and/or parent volunteers expediently. Correspondence for parents is translated prior to dissemination. We have parent volunteers/Learning Leaders that speak and write in a plethora of languages. They are available as needed.

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

Oral interpretation is provided by in house staff and/or parent volunteers expediently. Once the need is identified, a staff member or parent volunteer is summoned to meet the need.

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

Parents are notified of translation and interpretation services by staff and/or parent volunteers. In addition, English documents are translated into the languages spoken by the majority of our parent population. Parents receive a DOE generated Bill of Rights and Responsibilities which indicates their rights regarding translation and interpretation services. This information is posted conspicuously near the primary school entrance.



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Christine Etienne

Borough: Bronx District: 09 School Number: 132 School Name: PS132

Cluster Leader: Debra Maldonado Network Leader: Ben Waxman Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 11/9/12 Senior ELL CPS: Christine Etienne Additional Comments:		