



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE CORNERSTONE ACADEMY FOR SOCIAL ACTION

DBN (i.e. 01M001): 11x189

Principal: JAMES BELLON

Principal Email: JBELLON@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: PETRINA PALAZZO

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
James Bellon	*Principal or Designee	
Melissa Oppenheimer	*UFT Chapter Leader or Designee	
Cheryl Smith	*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	
Megan Bennett	Member/ Teacher-Secretary	
Elizabeth Brown –Davis	Member/ Teacher	
Carol Whitton	Member/ Teacher-Timekeeper	
Latoya Erskine Hue	Member/ Parent	
Tracy James	Member/ Parent	
Evelise Pagan	Member/ Parent	
Lisa Masdeu	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 11X189

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	371	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	78.6%	% Attendance Rate		90.8%	
% Free Lunch	83.1%	% Reduced Lunch		9.0%	
% Limited English Proficient	5.3%	% Students with Disabilities		16.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American		55.4%	
% Hispanic or Latino	38.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	4.2%	% Multi-Racial		0.5%	
Personnel (2012-13)					
Years Principal Assigned to School	1.31	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	2.9%	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	22.9%	Average Teacher Absences		6.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	20.0%	Mathematics Performance at levels 3 & 4		16.3%	
Science Performance at levels 3 & 4 (4th Grade)	79.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strength of the plan was that although we wrote 5 goals the goal for Tenet 3 was the central focus for our school and the other 4 goals supported that one. The goal for Tenet 3 was student achievement as measured by improvement on the State ELA and Mathematics exam.			
Describe the areas for improvement in your school's 12-13 SCEP.			
An area for improvement would be using resources such as personnel more creatively to meet the goals.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
There were no barriers while developing our school goals however we did meet one while implementing our SCEP. The barrier we met was sharing our AIS staff across multiple grades which spread them very thin.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
All of our goals were met.			
Goal 1 Tenet 2: "By June 2013 all teachers will engage in professional development opportunities and receive structured support with the analysis of student data, goal setting and implementing action plans for students." This goal was fully met and the results could be seen in our student achievement on the ELA, and Mathematics exams as well as our improvement on the Progress Report.			
Goal 2 Tenet 3: "By June 2013 all students (inclusive of the lowest 1/3) in grades K -5, will receive differentiated access to the curriculum through intervention programs resulting in an increase of student achievement." This goal was fully met and the results could be seen in our student achievement on the ELA, and Mathematics exams as well as our improvement on the Progress Report. In looking at the Closing the Achievement Gap section of our Progress Report we received additional credit in all areas except those for ICT students.			
Goal 3 Tenet 4: "By June 2013 60% of teachers will improve one level in teacher effectiveness ratings with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation as measured by the Charlotte Danielson Framework rubric using competencies 1e and 3b." As a Danielson pilot school for two years we have focused on competencies 1e and 3b and at the end of the year 60% of staff showed growth in 1e and 80% had growth in 3b.			
Goal 4 Tenet 5: "By June 2013 there will be a 25% decrease in the total number of OORS incidents." Of our 5 goals this one we met by an overwhelming margin. In 2012 we had 268 OORS incidents and at the end of the 2013 year we cut that to 88. This was a decrease of 67% from the previous school year.			
Goal 5 Tenet 6: "By June 2013 there will be a 2% increase in parents who agree or strongly agree with the following statements on the Learning Environment Survey. How well your child's school helps you understand what you can do to support your child's learning needs. (The score will increase from 8.1 to 8.2)" This goal was also met as the score on this question went up to 8.4.			
Were all the goals within your school's 12-13 SCEP accomplished?			x
Yes		No	
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x
Yes		No	

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

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

In developing the SCEP for the school there has been no barriers or challenges, The data for the school clearly provides a path for identifying what the goals should be. In addition the SLT has worked collaboratively in reviewing the data and creating clear goals.

The barriers and challenges come into play when we are implementing our action plans to ensure the goals are met. The overarching challenges are a limited budget, outside the Focus funding, and limited staff.

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

These academic achievement targets are based upon our 2012-2013 Progress Report:

Percent of Students at Levels 3 and 4:

ELA

Self-Contained **7.5%**

Integrated Co-Teaching **2%**

Math

Self-Contained **6%**

Integrated Co-Teaching **2%**

Percent of Students at the 75th Growth Percentile or Higher

ELA

English Language Learners **75%**

Lowest Third Citywide **68%**

Self Contained/ICT /SETSS **73%**

Black and Hispanic Males in Lowest Third Citywide **65%**

Math

English Language Learners **31.5%**

Lowest Third Citywide **39%**

Self Contained/ICT /SETSS **53%**

Black and Hispanic Males in Lowest Third Citywide **32.5%**

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

The goals and targets from the SCEP will be communicated to staff at Faculty Conferences, Professional Development Sessions, and Common Planning meetings.

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

The theory of action for the SCEP goals and targets is to first provide teachers of a clear expectation for what instruction should look like at PS189 and then provide professional development and feedback around those expectations. The second aspect of it is to have a curriculum which is CCLS aligned so that the students are engaged in a rigorous curriculum.

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

The strategy for executing the theory of action is as follows:

1. Provide professional development around the Danielson framework to develop the expectation of teaching for 189
2. Provide time for inter-visitations of staff so they may see models of good instruction and provide feedback to one another
3. After professional development have short cycles of observation and feedback by the building supervisors
4. Implementing new CCLS aligned curriculum in ELA and Mathematics
5. Provide support in the new curriculum through the use of common planning, Network led professional development, administration and professional development support from on-site coach and staff developer

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

1. UFT Teacher Center Staff Developer for ongoing professional development support of staff
2. Inter-visitations of staff in a risk free environment
3. Grade leaders and weekly common planning

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

Beginning in the 2011-2012 school year the school was part of the Danielson pilot program. As a result we were able to develop a common language and expectation of pedagogy. During the pilot we focused on 6 competencies: **1e.**

Designing Coherent Instruction, **2b.** Establishing a Culture for Learning, **2d** Managing Student Behavior, **3b.**

Using Questioning and Discussion Techniques, **3c.** Engaging Students in Learning **3d.** Using Assessment in Instruction and **4e:**

Growing & Developing Professionally. In our work over the past two years we have developed a culture where inter-visitations have become part of the norm. Teachers are open to having peers in their rooms as well as giving and receiving targeted feedback. Also as part of the pilot supervisors became accustomed to frequent short cycles of observation and

feedback based upon a set of common expectations.

To assist with the implementation of new CCLS aligned curriculum we have common planning, grade leaders, onsite professional supports and ongoing professional development by our network and other outside groups. Curriculum is unpacked at our grade level meetings and that is supported by our coaches, supervisors and support staff being in attendance at all meetings. In addition the grade leaders facilitate these sessions by ensuring all needed materials are there as well as support staff. In addition on a monthly basis our grade leaders meet to ensure there is vertical alignment of our curriculum. At the grade leader meetings we ensure that gaps in curriculum are addressed as well as end of year expectations.

Another support is having three administrators in the building. In having three administrators it allows for the division of grade level supervision as well as division of non-curriculum related tasks such as programming, compliance and budget. This allows for each grade to have a point person to go to when a question arises.

For the past two years this support structure has been in place and we have seen growth both in our Progress Report as well as our Learning Environment Survey. On our Progress Report our median Growth percentile in ELA has grown from 48% to 70 % and in Math it has growth from 53% to 59%. In addition on the Learning Environment Survey the area of parent engagement has risen from a score of 7.9 to 8.3

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).

There were only 20% of students at levels 3 or 4 in ELA and 16.3% of students at levels 3 or 4 in Math as measured by the New York State Exams Spring 2013.

Review Type:	Progress Report	Year:	2012-2013	Page Number:	3	HEDI Rating:	NA
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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.

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

Annual Goal #1

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

By June 2014 all students (inclusive of the lowest 1/3) in grades 2-5, will receive differentiated instruction to access the curriculum through intervention programs resulting in a 10% increase of students attaining level 3 and 4 as measured by the 2014 New York State ELA and Mathematics exams.

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. Creation of an AIS afterschool program for all students in grades 3-5. The program will consist of one 30 minute planning session and two 90 minute instructional sessions for at risk students. This program will target our lowest performing students and will provide targeted small group instruction to meet there and identified needs in English language arts and Mathematics. Students will be targeted based upon the 2012-2013 State Exam Results and our Rally Simulation Results.
2. Creation of an AIS afterschool program for all students in grade 2. The program will consist of one 30 minute planning session and two 90 minute instructional sessions for at risk students. This program will target our lowest performing students and will provide targeted small group instruction to meet there and identified needs in English language arts and Mathematics
3. Use of Imaginary Learning as an Academic Intervention for students with fluency concerns. We will target 30 students who have been identified through Fountas and Pinnell and DRA2.
4. Creation of a during the school day AIS small group tutoring program for students in grades 3-5. The program will have teachers tutor groups of 3-5 students during their prep periods. This program will target our lowest performing students and will provide targeted small group instruction to meet there and identified needs in English language arts and Mathematics.

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

1. 10 teachers who will teach the program. Rally ELA and Math Rehearsals New York Ready ELA and Math books, , New York Ready Pre and Post Test. The general supplies bought for the program are pencils, pens rulers, dry erase markers, paper, note books, chart paper, markers and folders.
2. 2 teachers who will teach the program. NY STARS (Strategies To Achieve Reading Success) and NY STAMS (Strategies To Achieve Math Success) books, The general supplies bought for the program are pencils, pens rulers, dry erase markers, paper, note books, chart paper, markers and folders.
3. ESL teacher, Classroom Teachers. 30 imagine learning licenses, 30 laptop computers and 3 desktop computers for the Imagine learning program.
4. 10 teachers who will provide the tutoring. Rally Rehearsing for the Common Core ELA and Rally Rehearsing for the Common Core Math books

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

1. Formal and informal student observations, Fountas and Pinnell running records will be given 5 times this year, Interim assessments will be given, end of unit assessments, pre and post test which will be given during the program, looking at the results of the Rally Simulations to track student growth.
2. Formal and informal student observations, Fountas and Pinnell running records will be given 5 times this year, Interim assessments will be given, end of unit assessments, pre and post test which will be given during the program
3. The Imaginary Learning program monitors student progress at the end of each session. This data will be monitored to see the impact of the program.

4. Formal and informal student observations, Fountas and Pinnell running records will be given 5 times this year, Interim assessments will be given, end of unit assessments, pre and post test which will be given during the program
- D. Timeline for implementation and completion including start and end dates**
- December 2013- March 2014
 - March 2014-May 2014
 - September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 10 Teachers x 30 hours of per session December 2013-March 2014, 6 prep period coverages for 10 teachers for scoring Rally ELA and Math simulated exams
 - 2 teachers x 24 hours of per session March 2014-May 2014
 - The students will use this computer based program during the school day during AIS sessions and during extended day.
 - 10 Teachers x 9 Prep period coverages January 2014-March 2014

Budget and Resource Alignment

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

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

NYS STVP Voucher

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.

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

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

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

Major Recommendation

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

Continue professional support to further develop teacher inquiry skills for designing learning experiences that increase achievement for all students.

Review Type:	Quality Review	Year:	2013-2014	Page Number:	6	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, all teachers will engage in professional development opportunities and receive structured support which will lead to the development of CCLS aligned units of study with new curricula, analysis of student data, goal setting and analysis of teacher practice and its impact on student achievement.

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**
- Strategic program to increase opportunities for teachers to collaborate, look at data, instructional practices, align curricula to CCLS set goals for students, and develop an action plan to implement. A structured timeline of inquiry has been created so that grade level teams will use data and the inquiry process to identify and address student needs. To support the inquiry process our school had an SBO vote, which created an additional 50 min. for grade level teams to meet and work with data. During this time the teachers will be following the protocol for looking at student work and data. They will use this protocol to identify trends and plan lessons that will

address our students' needs. Our assistant principals, teacher center liaison and teachers college coaches will work with teachers to develop instructional strategies and activities to address the needs of our students.

2. Vertical Alignment meetings on a monthly basis this team meets to identify trends in student work across grades, identify focus standards for the school adjust curriculum within the school and articulate needs between grades.
3. Funding a UFT Teacher Center Staff Developer.
4. Funding a .4 math coach position to provide additional support to teachers. This will come in the form of planning support, model lessons and providing professional development supports to address the CCLS Math shifts.
5. Provide time for school-wide inter-visitations

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

1. All teachers, administrators, coaches, ReadyGen curriculum, Expeditionary Learning curriculum, and Go Math curriculum,
2. Grade Leaders, administrators, coaches, ReadyGen curriculum, Expeditionary Learning curriculum, and Go Math curriculum,
3. Staff developer, resources that are supplied to our school from the UFT : laptop cart, books for book studies,
4. Coach, creating time in the teaching schedule to allow for professional development, common planning and modeling lessons.
5. Administrators, classroom teachers, UFT Teacher Center Staff Developer

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

1. Formal and informal observations, Fountas and Pinnell Running Records will be given 5 times this year, Interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Student work products, Rally Assessments
2. Formal and informal observations, Fountas and Pinnell Running Records will be given 5 times this year, Interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Student work products, Rally Assessments
3. At the end of all professional development sessions there will be a feedback form which staff members are asked to complete so that we may plan additional sessions and make adjustments to pour pd plan as necessary. Throughout the year the UFT Teacher Center creates online surveys to ensure the pd that is offered meets the needs of the staff members
4. At the end of all professional development sessions there will be a feedback form which staff members are asked to complete so that we may plan additional sessions and make adjustments to pour pd plan as necessary. Formal and informal observations, interim assessments will be given twice this year for grades k-2 and four times for grades 3-5, Student work products, Rally Assessments, end of unit math assessments and tasks.
5. Feedback will be given both orally and in written format during the debrief sessions following the inter-visitations.

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

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013-June 2014
5. September2013-June 2014

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

1. Minimally 3 times per week grade teams are scheduled to have their preparation period simultaneously. This will allow them to meet on a regular basis.
2. On a monthly basis the grade leaders meet with administration to discuss curriculum and instruction across the school. This will result in the hiring of substitute teachers to provide coverage. 10 substitute teacher days.
3. Use of Fair Student Funding and Title 1 SWP funds to support the position of UFT Teacher Center Staff Developer
4. Use of Fair Student Funding to create a .4 coach position, using the school prep schedule to create time for the coaching work to be done,
5. Use of 10 substitute teacher days to provide coverage for inter-visitations. We will have 1 intervisitation per month from September through June.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #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).			
Leverage existing pedagogical strengths to ensure a closer match between beliefs and practice in developing strategies, higher level questions, and supports to raise consistency of critical thinking opportunities for students.			
Review Type:	Quality Review	Year:	2012-2013
Page Number:	6	HEDI Rating:	Effective

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014 60% of teachers will improve one level in teacher effectiveness ratings with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation as measured by the Charlotte Danielson Framework rubric using competencies 1e Designing Coherent Instruction and 3b Using Questioning and Discussion Techniques.	

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	
<ol style="list-style-type: none"> Staff will be provided professional development on key components of Danielson's framework , specifically, 1e planning and preparation, 3b using questions and discussions, 3c engaging students in learning and 3d using assessment in instruction, to norm our school wide understanding of quality instruction Staff will be engaged in learning walks and inter-visitations with a focus on 3b using questioning and discussion techniques Administration will participate in professional development in observation practices as aligned with the Danielson Framework. Lunch and Learns where staff will identify and plan our next steps in Using Questioning and Discussion Techniques Afterschool book study done through the UFT Teacher Center within our building with a focus on Questioning and Discussion Techniques. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> Administration, teacher leaders, UFT Teacher Center Staff Developer, Network provided professional development opportunities which focus on the Danielson Framework, Network Instructional Specialist will provide professional development at grade meetings on a bi-monthly basis Administration, UFT Teacher Center Staff Developer, all teaching staff, Network Instructional Specialist Network offered Professional development Administration, UFT Teacher Center staff developer and all teaching staff UFT Teacher Center Staff Developer and the budget that comes with having a Teacher Center in the building, which is at no cost to the school. 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> There will be evaluation forms at each professional development to gauge the impact and identify next steps. The impact of the pd will also be measured through ongoing formal and informal observation of teachers. Mid-year we will compare teacher ratings in competencies 1e and 3b to their rating in those areas last year. In June we will compare teacher ratings in 1e and 3b to see if there has been growth. Staff will be surveyed as to the effectiveness of the inter-visitations and the impact it had on their instruction. The impact will also be measured through ongoing formal and informal observation of teachers. Mid-year we will compare teacher ratings in competencies 1e and 3b to their rating in those areas last year. In June we will 	

- compare teacher ratings in 1e and 3b to see if there has been growth.
- This will be measured through shared observations to ensure that all 3 administrators are normed.
 - There will be evaluation forms at each lunch and learn to gauge the impact and identify next steps. The impact of the pd will also be measured through ongoing formal and informal observation of teachers. Mid-year we will compare teacher ratings in competencies 1e and 3b to their rating in those areas last year. In June we will compare teacher ratings in 1e and 3b to see if there has been growth.
 - There will be evaluation forms at the end of the book study to gauge the impact and identify next steps. The impact will also be measured through ongoing formal and informal observation of teachers. Mid-year we will compare teacher ratings in competencies 1e and 3b to their rating in those areas last year. In June we will compare teacher ratings in 1e and 3b to see if there has been growth.

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

- September 2013-June 2014

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

- 10 substitute days to support Teacher Leaders in attending Network provided Danielson Professional Development
- 10 substitute days to provide class coverage while teachers are on learning walks and debriefing, general supplies to support the staff; Danielson Rubrics, paper for note taking etc..
- No additional funding is needed to support this goal. Administration will align schedules to be able to do co-observations.
- Funding will be put aside to support a UFT Teacher Center Staff Developer
- Funding will be put aside to support a UFT Teacher Center Staff Developer

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

In Response to the statement: At my school There is a person or a program that helps students resolve conflicts. Only 54% of teachers Agreed or Strongly Agreed with this statement

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	14	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014 there will be a 15% increase in the number of teachers who either agree or strongly agree with the Learning Environment Survey statement "At my school There is a person or a program that helps students resolve conflicts." This means that there will be an increase from 54% to 69%

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. Training of staff in Therapeutic Crisis Intervention
2. Creation of a school events committee to plan events that will build and foster cooperation and citizenship among students
3. Use of Class Dojo as a school-wide system to monitor student behaviors. Classes will identify students who are weekly and monthly Dojo masters and students will be displayed on the "Wall of Fame"
4. Monthly Citizen of the Month Award ceremony to honor the top citizen in each class. During this ceremony the students will have their family members invited in to have breakfast with the principal.
5. On a weekly basis the PPT (Pupil Personnel Team) team will meet. During these meetings they will work with teachers to provide strategies and interventions that may support students who are having difficulties following school rules. Use of RTI for behavior to reduce the number of occurrences. Data will be collected using the SWIS (School Wide Information System) data system. The SWIS system will track tiers, areas of incidents and interventions in place.
6. Continue to implement and sustain a school-wide PBIS program which rewards students for positive behavior. Part of this structure is to set up a school store where students can spend their "Bellon Bucks" on a monthly basis. This money is earned when they follow our school rules and PBIS Matrix.
7. Purchasing of curriculum resources and materials that support character development and overall school safety

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

1. All Classroom and out of classroom teachers
2. Classroom teachers, out of classroom teachers, administration, parent coordinator, PTA, Learning Leaders.
3. Classroom teachers, out of classroom teachers, administration
4. Classroom teachers, out of classroom teachers, administration, parent coordinator, PTA, Learning Leaders.
5. Administration, School Psychologist, Classroom teachers and service providers (ESL, SETTS) will attend the PPT meeting to present and plan for individual students identified as "at risk", per diem subs hired as needed, general supplies,
6. All staff, learning leaders, PTA president, parent coordinator, materials include the rewards bought for the store, i.e. pencils, rulers, pens, erasers, sharpeners, purses/wallets, sports balls, etc...
7. Classroom teachers, out of classroom teachers, administration, parent coordinator, PTA, SLT, IEP teacher, Guidance counselor, Resource: Bully Proofing your Elementary School

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

1. We will create an online teacher survey through Survey Monkey which will be given in January and June to assess the impact this training has had. We will review our OORS data and compare it to the previous year's to see if there has been a decrease in incidents.
2. SWIS system Data, OORS data, LES, school based survey
3. SWIS system Data, OORS data, LES, school based survey
4. SWIS system Data, OORS data, LES, school based survey
5. SWIS system Data, OORS data, LES, school based survey, informal and formal observations
6. SWIS system Data, OORS data, LES, school based survey,
7. SWIS system Data, OORS data, LES, school based survey, informal and formal observations

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

1. The training for this program will be in November and we will assess the impact in January and June
2. September 2013 through June 2014. The school events committee will meet on the last Monday of each month at 7:00 am to plan the events for the following month.
3. September 2013 through June 2014. Class Dojo is used on a daily basis throughout the school year. Classroom teachers will monitor data weekly and monthly.
4. September 2013 through June 2014. The Citizen of the Month Breakfast is held the Second Friday of each month from October-June.
5. September 2013 through June 2014. The PPT meetings are held every Wednesday from 8:30 am until 9:35 am.
6. September 2013 through June 2014. The school store is opened every 6 weeks beginning the last week in October.

7. September 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 10 substitute teacher days to cover staff for training Supplies for classrooms to complete the monthly events such as: paper, markers, painting supplies. The staff will use the school laptops and Smartboards which are already in the school. They will also use the class dojo app which is free. We will purchase general supplies: award certificates and paper for the Dojo Wall of Fame. Materials include award materials and breakfast for recipients and their families. Classroom and service providers (ESL, SETTS), per diem subs hired as needed, general supplies, i.e. copy workshop materials for turn keying information All staff, materials include the rewards bought for the store, i.e. pencils, rulers, pens, erasers, sharpeners, purses/wallets, sports balls, etc... Cost of the curriculum

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
In Response to the statement: My child's school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school. Only 88% of parents Agreed or Strongly Agreed with this statement.										
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	NA			

Tenet 6: Family and Community Engagement

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

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014 there will be a 7% increase in the number of parents who either agree or strongly agree with the LES statement "My child's school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school." This means that there will be an increase from 88% to 95%									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> Create a yearlong series of parent workshops which will focus on preparing children for college, career and success in life after high school. The workshop topics will be: Common Core aligned ELA and Mathematics curriculum; Explorations in Science and our Science Fair; Common Core Aligned Assessments and the PARCC Assessments; Living a Healthy Life; Preparation for Middle School; Financial Planning and Supporting Parenting Skills. Our school will host a Career Day for all students. During this day we will have adults from a variety of professions come to our school and talk with our students about their jobs but also how their education prepared them for what they do on a daily basis. 									

B. Key personnel and other resources used to implement each strategy/activity	
1. Administration, Classroom teachers, UFT Teacher Center Staff Developer, Parent Coordinator, PTA, Learning Leaders	
2. Administration, Classroom teachers, Parent Coordinator, PTA, Learning Leaders	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. At the end of each workshop we will have an evaluation form which is completed by parents to assess the effectiveness of the workshop and other possible workshop topics .At the Fall and Spring Parent/Teacher Conferences an online survey will be created and parents will be asked to take the survey in which one of the questions is “My child’s school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school”. We compare the results from the Parent/teacher Conference Surveys to the Learning Environment Survey to measure growth.	
2. At the close of Career Day we will debrief with all the professionals who volunteered their time and survey them to unearth what went well and what were some areas for improvement. As a follow up with the students we will ask them to write a brief synopsis of what are they doing in school now which will get them ready for one of the professions which was presented to them.	
D. Timeline for implementation and completion including start and end dates	
1. The time line for this goal will be from September 2013 through June 2014. The workshop schedule will be as follows: November-Common Core aligned ELA and Mathematics curriculum; December- Preparation for Middle School; January- Explorations in Science and our Science Fair; February- Common Core Aligned Assessments and the PARCC Assessments; April- Living a Healthy Life; June- Financial Planning and Supporting Parenting Skills	
2. Planning for Career day will begin in March with the event being held in May.	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. 4 hours of per session x 2 teachers x 4 workshops; yearly fee to have Learning Leaders in the school;	
2. 2 hours of per session x 2 teachers	

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Writer workshops, Guided reading Technology integration, Individual feedback, Multisensory reading instruction, Flexible schedule, Supplemental reading/writing, More intensive schedule/class change, Use of graphic organizers and checklists in writing, Use tracking strategies for reading (ruler/finger/window) Provide templates for written work Use word retrieval prompts / word banks	Small group and one to one	These services are provided during and after the school day.
Mathematics	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Technology integration, Individual feedback, Pre-teach/re-teach content and vocabulary, Use flexible groupings Provide review / lesson closure Use manipulatives and models Use memory strategies	Small group and one to one	These services are provided during and after the school day.
Science	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Provide review / lesson closure Use manipulatives and models Use	Small group and one to one	These services are provided during the school day

	memory strategies		
Social Studies	Extended time/Wait time, Strategic seating, Differentiated instructional practices, Scaffolding, Flexible grouping, Provide review / lesson closure and models Use memory strategies	Small group and one to one	These services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor School Psychologist SAT Team Social Workers	Small Group and one to one	These services are provided during the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Recruitment :

We have created a hiring committee that screens and interviews all potential candidates. This committee has created a series of questions that all potential candidates must answer on an in school interview. The candidate's answers are scored using a rubric. Then candidates with the highest scores are invited back for a second round of interviews and a meeting with the grade level team the vacancy is on. Once this part of the interview process is complete the committee makes their recommendation to the principal.

Retention:

We have several structures in place to retain staff once they are in our building.

- Common Planning on grade levels daily,
- Grade leaders, which provide an opportunity for staff members to take leadership roles in the school
- Professional development survey at the start of the year so all staff has a say in the workshops they will attend wither at Teacher's College or through our CFN
- Twice a year school survey in addition to the once a year DOE survey so their voices are heard
- During two faculty conferences there are open sessions with administration so staff may ask questions and voice concerns

Assignments:

On a yearly basis staff members are given preference sheets to indicate which grade(s) they would like to teach the following school year. Administration gives all staff members including paraprofessionals the opportunity to discuss the selections they have made. In addition teaching staff provides input on the cluster positions and so are the options for the professional assignment.

High Quality Professional Development:

To ensure that our staff becomes highly qualified will provide ongoing professional development within the building and set aside funds for staff will need to continue their post-bachelor work. Within the building we have a UFT Teacher Center, which provides ongoing professional development for all staff. The staff developer has sessions during the school day and after school that aligns to the school's yearly professional development plans. Another area of professional development comes through our CFN. Our CFN is providing professional development in the following areas this year: Common Core aligned ELA and Math Instruction, ELL Support, RTI and PBIS. Staff members who attend out of school professional development are required to take notes and upon return to the school share their notes and resources from the professional development with their supervisor who will coordinate distribution of the information with all staff.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Principals:

The principal attends ongoing professional development offered by the companies who designed the CCLS aligned curriculum which the school has adopted. In addition this is supported through bimonthly professional development offered through the Network.

Teachers:

To ensure that our staff becomes highly qualified will provide ongoing professional development within the building and set aside funds for staff will need to continue their post-bachelor work. Within the building we have a UFT

Teacher Center, which provides ongoing professional development for all staff. The staff developer has sessions during the school day and after school that aligns to the school's yearly professional development plans.

Another area of professional development comes through our CFN. Our CFN is providing professional development in the following areas this year: Common Core aligned ELA and Math Instruction, ELL Support, RTI and PBIS. Staff members who attend out of school professional development are required to take notes and upon return to the school share their notes and resources from the professional development with their supervisor who will coordinate distribution of the information with all staff.

In addition at the start of the school year staff set goals and are given a pd survey. Based upon goals and the survey staff members are assigned to Network offered professional development. These plans are adjusted over the course of the school year based upon the observation and feedback cycle.

Paraprofessionals:

The school has reached out to the network to provide a professional development series tailored to the needs of the paraprofessionals and ensuring that they are trained in strategies that will help them provide access to the curriculum for the students they serve. These session will be held on Monday afternoons and after the initial 4 sessions a survey will be given to provide individual pd plans.

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

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

The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Our pre-k program has adopted a CCLS aligned curriculum which will prepare the students for the Elementary School Program. In addition on a monthly basis we have parent workshops where the parents are engaged in activities based upon the curriculum or other topics which are needed by the families. In addition we have a Kindergarten open house which all of the families will be invited to.

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.

As part of the Danielson Pilot we were engaged in professional development on the use of assessment to drive instruction. We have provided teachers with many assessment options: conferencing, exit slips, pre. mid and end of unit assessments as well as interim assessments. The teachers during their common planning decide which are the best to use for the curriculum unit that they are in. This decision is based upon the needs of their class and the curriculum being used.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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; The school will *Providing instructors who will ensure that students are afforded consistent opportunities to actively engage in conversations within the classroom setting (through peer tutoring, discussions, debates, etc.) wherein every students' opinion is validated and celebrated by his or her own peers.*
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- as stated in goal 4 creating a workshop series for parents which will cover the following topics: Common Core aligned ELA and Mathematics curriculum; Explorations in Science and our Science Fair; Common Core Aligned Assessments and the PARCC Assessments; Living a Healthy Life; Preparation for Middle School; Financial Planning and Supporting Parenting Skills.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 189
School Name Cornerstone Academy for Social Action		

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 James Bellon	Assistant Principal Andrea Tucci
Coach type here	Coach type here
ESL Teacher Evelyn Figueroa	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Majorie Austin
Related Service Provider Linda Cavallo	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	371	Total number of ELLs	14	ELLs as share of total student population (%)	3.77%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	4	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	10		2	4		4				14
Total	10	0	2	4	0	4	0	0	0	14

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	4	1	1	3								12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	2	1	6	1	1	3	0	0	0	0	0	0	0	14

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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	4											5
Advanced (A)	2		2	1		1								6
Total	2	1	6	1	1	3	0	0	0	0	0	0	0	14

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	2				2
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

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

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

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

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

At PS 189 we use the Fountas and Pinnell (F&P) Benchmark Assessment kit to assess the reading skills of all our students across the grades, and teacher created rubrics based on the "Six Plus 1 Writing Traits" to assess writing. As a part of our ESL program we are using the ELL Assessment Kit by Rigby which is in line with the Fountas and Pinnell reading levels to assess our ELLs in K-5 in the four modalities twice a year: in the beginning of the school year (baseline), and mid year. We administer this assessment so that we can create individual learning plans for our ELL students and share the results with the classroom teachers. The plan is used to support each student across the content areas in the four modalities. Based on the results of these assessments we identify the needs of each student, which enables us to provide focused targeted support for them such as using Foundations to develop phonemic awareness and fundamental literacy skills for students in K-2 and beginners in 3-5, create targeted small groups, use intervention strategies in all content areas, and adjust mini-lessons to include ESL methodologies and strategies such as graphic organizers, and the use of technology (Smartboards). As we collect the data to inform our instruction and next steps for our ELLs we have gained the following insights on our students; our students need support with phonics, grammar, and vocabulary. In addressing these needs we have seen more of our students progress within a proficiency level and/or increase in proficiency as per the result of the NYSESLAT.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data patterns across proficiency levels and grades, ELLs are continuously scoring higher in the listening and speaking sections. The RNMR ATS report for spring 2013 is currently not available but in reviewing the NYSESLAT letters to families the data provided by these letters indicate that most ELLs in grades K-5 need to strengthen their reading and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All our instructional decisions are based on the needs of our students. Our school is currently using the NYSESLAT, LABR, F&P, and ELL Assessment kit information to make instructional decisions for our ELLs. The ESL coordinator/teacher works collaboratively with the classroom teachers during common planning times to provide instructional support such as scaffolds and strategies needed to support our ELLs progress. Due to the NYSESLAT RNMR report not being available AMAOs can not be created and current patterns can not be assessed.

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?

a: The patterns across proficiency levels indicate that our students generally move up a proficiency level each year and some of our potential long term ELLs in 5 have remained in the same proficiency level. Our ELLs in grades 3-5 received similar scores on the ELA and math exam compared to non ELLs. Most of our students do not take the state exams in their native language but the 1 child that did receive native language support during the math exam scored similar to non ELLs.

b and c: Our school is not currently administering the ELL Periodic Assessment

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](#).)

In P.S. 189 we use data to guide instruction for ELLs within the RTI framework by using the data collected from various assessments and collaboratively working together (teachers, administrators, and service providers) to create an instructional plan for the linguistically diverse student. Within the classroom, students are provided with scaffolding and ESL methodologies to access the curriculum and are also placed in targeted small groups based on their needs. All ELL students also use Imagine Learning, a computer based literacy program to support their language development. Students who continue to struggle are provided with additional support, such as: Extended Day RTI groups and/or targeted small group instruction outside of the classroom for example Foundations groups and Wilson groups. When ELL students continue to struggle or demonstrate persistent difficulties and challenges despite high quality instructional supports and interventions, the student is presented to our Pupil Personnel Team for further targeted supports and/or special education evaluation.

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

At P.S. 189 we use effective instructional strategies for our ELLs and consider the stages of second language development as we plan

and deliver our academic instruction. Our instructional strategies include scaffolding, and ESL methodologies to help our ELLs access the curriculum. When possible we provide native language supports by administering the Spanish Lab to gain better insight on their L1 abilities. Additionally we provide glossaries, bilingual dictionaries, program consumable in native language (when possible), literature in L1, and use of technology for various reasons.

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?

We currently do not have a dual language program.

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

We evaluate the success of our program for ELLs based on a variety of assessment results both informal and formal. This includes teacher created assessments, program assessments, students observations and conferencing notes, as well as the results of both the NYSESLAT and New York State Assessments. Based on the results of the 2012-2013 NYSESLAT the majority of our ELL students increased within a proficiency level or progressed from one proficiency level to another which is a clear indicator that our programs are successfully supporting their academic needs.

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](#).) The identification process is conducted by a licensed pedagogue. In order to properly identify ELL students, The Home Language Identification Survey (HLIS) is administered our certified ESL coordinator/teacher, or a designated pedagogue that is available to support when a student is initially registered at our school and their home language is a language other than English. Our ESL coordinator/teacher is our primary, licensed pedagogue who supports the families in completing the HLIS. When the ESL coordinator/teacher is unavaiaable we have a secondary group of designated, licensed pedagogues to assist the families in completing the HLIS. In the event that a family needs a specific language translator, our ESL coordinator/ teacher is bilingual and can support spanish speaking families. If the family needs a translator for a language other than Spanish a translator is contacted and if one is available, they will help with the HLIS. In addition to the HLIS, the ESL coordinaotor/teacher also conducts informal interviews with the ELL students to determine their language of proficiency. Within the first 10 days of the students' registration, the students who are identified as being speakers of a language other than English are administered the LAB-R and/or Spanish LAB by the ESL coordinator/teacher. Based upon the results of these test entitlement is determined and families are contacted via letter and/or telephone call.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. At the beginning of the school year, the families of all identified English Language Learner (ELL) students are invited to attend a parent orientation session, lead by the ESL coordinator/ceacher, the Parent Coordinator, and the Assistant Principal of ESL to welcome families to the school, to discuss the mission of the school, and to disseminate information about program choices (transitional bilingual, dual language, free standing english as a second laguage). This parent orientation session is conducted within the first ten days of the beginning of the school year. After the initial discussion about the school, we have a break out session where the families of ELL students watch the program selection video in their language. Then the ESL coordinator/teacher speaks to individual families regarding the choices they can select from: Transitional Bilingual, Dual Language, or Freestanding ESL. At the end of the session opportunities for questions from the parents are allotted, and support is then provided to the parents so they can complete the Program Survey and Selection form and leave it with ESL coordinator/teacher. For those families who

select freestanding ESL, ESL coordinator/teacher describes our program model and how it has worked for our school in detail to them.

The families of those students who are not able to attend the first session are contacted by the ESL Coordinator/Teacher and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment, within the first month of arrival. A second session is available if and when the need arises.

Parents who select a program other than the program that is offered at our school, are given the option of: the ESL coordinator/teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. Over the course of the year the ESL coordinator/teacher and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment. The parents are given opportunities to come in and discuss their options and view the video during a Parent orientation session conducted within the first 10 days of the student's arrival to the school or by individual appointments.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement Letters and Parent Survey and Program Selection forms are distributed once students have been identified as ELLs. Letters are sent home via the student with a return date which is three to four days of the date of distribution. The date of distribution falls within the first ten days of the school year, therefore parents that come to the parent orientation session can make an informed decision on which program model best suits their child. Parent Survey and Program selection forms are collected at the end of the parent orientation session. For the parents that do not attend the orientation session, a one to one meeting conducted with the ESL coordinator/ teacher and the form is collected after the meeting. The ESL coordinator/teacher maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Home Language Surveys, Entitlement letter, Continued Entitlement Letters, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder which is located in the ESL coordinator/teacher's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All ELLs are assessed using the LAB-R (Language Assessment Battery-Revised), Spanish LAB (when necessary), and the NYSESLAT (New York State English as a Second Language Achievement Test) to determine their English language proficiency levels—beginner, intermediate or advanced. Students are then placed in our Freestanding ESL program. Based on the responses of the parent to the Parent Survey form the ELPC screen on ATS is updated within the first 20 days of the student's arrival to reflect the program that they selected or the program the student was placed in. Students are then placed in our Freestanding ESL program. Students in ESL are placed in grade appropriate classrooms and receive instruction in English. English language supports are provided by both the classroom teacher and the ESL teacher through a push-in/ pull-out model.

Since we currently only have a freestanding ESL program at our school, in cases where Spanish is the dominant language, parents, are given the option of placing their child in a transitional bilingual Spanish class or dual language class within the district if placement is available. We also maintain a waiting list of students whose families opt to keep their children at our school and would like us to open up a class in the future that matches their selection.

Letters are sent to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the department of education and sent home. If the family speaks a language that is not offered, the letters are sent home in english. Translation services are used when ever possible to accommodate families.

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.

The ESL coordinator/teacher prints out eligibility reports for the LAB-R and NYSESLAT using reports from the ATS computer system. For the LAB-R the ESL coordinator/teacher prints the RLER report weekly to identify new admits that are eligible for testing. The ESL coordinator/teacher then administers the test to the students within the 10 day period frame, hands scores it, and keeps records of each student. For the NYSESLAT, the ESL coordinator/teacher prints the RLAT and the RNMR reports to

identify students who are taking the assessment. The teacher then creates a schedule to administer each modality (listening, speaking, reading, writing) within the testing time frame and in accordance with the State testing schedule, making ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with an Individual Educational Plan (IEP) are provided with the appropriate testing accommodations. A checklist is created to monitor that all ELLs were tested on each modality. Those students who were absent during the initial testing dates are scheduled to make up the exam. The NYSESLAT written portion of the test is scored using a team of eligible teachers within the school. All scores are transferred onto the appropriate grid and packaged for scanning.

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.  After reviewing the Parent Survey and Program Selection forms since we began as a school seven years ago, the trend is that parents select Freestanding ESL although we have three families that requested the transitional bilingual program. We have placed the students in the freestanding ESL program at our school because they have opted not to send their children to a different school in the district that offers the program they selected. The students are also placed on a waiting list for the transitional bilingual program. Once we have 15 or more students whose family has chosen the same program in one or two consecutive grades we will open up a classroom to accommodate those students.

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])?

A-B: In an effort to provide our ELL students with the required amount of English as a second language (ESL) instructional minutes as per CR Part 154 our school is following a push-in/pull out model. Our certified ESL teacher provides support to both students and the teachers in kindergarten through 5th grade. ELL students in each grade/ classroom are paired as much as possible in each content area with a speaker of their own native language (if available) in heterogeneous cooperative groups that include students at mixed proficiency levels and at least one native English speaker. In this way English language learning can be supported and a risk free environment created whereby students speaking the same native language can support each other in both skills acquisition and conceptual learning and be supported by peers who are native English speakers. ELL students who participate in the pull out small group sessions work cooperatively in groups that include mixed proficiency levels and grade.

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)?

Our certified ESL teacher pushes in and/or pulls out students according to the mandated minutes as per CR Part 154: Beginners receive 360 minutes of ESL instruction, Intermediates receive 360 minutes of ESL instruction , and Advanced students receive 180 minutes of ESL instruction and over 180 minutes of ELA instruction.. The ESL teacher uses ESL and the Common Core Learning Standards to plan, support and deliver instruction.

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.

At P.S. 189 the content areas are delivered in English using ESL methodologies throughout the day and when possible. Our school is currently using the Readygen Literacy Curriculum for grades K-2 and Expeditionary Learning Literacy Curriculum for grades 3-5. These curriculums have instructional components to support ELLs. Both curriculums are comprehensively taught with Science and Social Studies infused in the content. In collaboration with the classroom teachers, the ESL teacher supports curriculum and instruction by reviewing and reinforcing content using ESL methodologies. A variety of ESL methodologies and instructional strategies are used including the SIOP, Total Physical Response (TPR), the Cognitive Academic Language Learning Approach (CALLA), and the Language Experience Approach (LEA) to make the learning accessible to our ELLs. In the classrooms, instruction is scaffolded and differentiated for ELLs. The materials used to support language acquisition, vocabulary development, higher order thinking skills, and to make the content accessible to ELLs at all proficiency level are visuals, realia, graphic organizers, technology (lessons, games, video clips), intervention programs such as Foundations for phonics, Imagine Learning, bilingual dictionary, and thesauruses and glossaries for math and science. Native language supports are also provided on an as need basis. To support ELLs in the pullout small groups the ESL teacher uses The Cornerstone Program by Pearson to support the implementation and delivery of instruction. The program uses the thematic approach and the content areas of Science and Social Studies to engage students and make the content accessible for them while supporting them in achieving both ESL and Common Core Learning Standards.

Our school is currently using the Go-Math Curriculum in grades K-5. This program supports our ELLs learning in that it follows the hands on approach, incorporates graphic organizers, manipulatives, and visuals to understand vocabulary and content.

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

ELLs are evaluated in their native language when possible. Our ELLs are able to take the Spanish LAB and to take the state mathematics exam in Spanish. Translators are available to support our students who speak languages other Spanish during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries when being assessed on local and state levels. ELLs who speak languages other than spanish have access to bilingual dictionaries, and content area vocabulary glossaries as well. We provide our students with translators when necessary.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs at P.S. 189 are appropriately evaluated in all four modalities (speaking , listening, reading, writing) of English acquisition throughout the school year by informal and formal assessment, observations and conferencing, modeling , following instructions, and writing activities. All students are assessed using LAB-R, Spanish LAB, Unit test, Fountas and Pinnell, running records, exit tickets, NYSESLAT, and ELL Assessment Kit by Rigby. Teachers target students specific instructional needs based on the assessments and activity outcomes to support students in the four modalities and drive instruction.

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).

At P.S. 189, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

a. As of yet we have not had SIFE students at our school, but in the event that we do have SIFE students that enter our school we will provide them with in classroom support from the ESL teacher and other available providers. After assessing the student should he/she require additional supports we will plan accordingly.

b. Our ESL teacher provides our newcomers students with in classroom supports via planning with the classroom teacher, targeted small group instruction and the use of the Imagine Learning program. Lessons are made comprehensible with the infusion of realia, visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support. At this present time we do not have students who are recent arrivals but should we have any our ESL teacher is able to plan accordingly.

c. ELLs receiving service for 4-6 years receive in classroom supports from the ESL teacher similar to that of the newcomers. ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials. Students also participate in targeted small groups during extended day.

d. As of yet we have not had long terms ELLs but in the event that we do have them in our school we will provide them with in classroom support, and AIS. After assessing the student should he/she require additional supports we will plan accordingly.

e. ELL students that have reached proficiency on the NYSESLAT are provided with in classroom supports from the classroom teacher and ESL teacher, and continue to work on the Imagine Learning program. They participate in the extended day program and are grouped according to their needs. Additionally they are provide with test modifications for the remiaining 2 years .

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?

Presently we have 2 ELL students with an IEP in the second grade Intergrated Co-Teaching (ICT) classroom. We also have 3 ELL students who are receiving special education services in a 12:1 bridge fourth and fifth grade classroom. The classroom teacher, the special education teachers, and the ESL teacher work together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on LAB-R and/or NYSESLAT results. Instruction is scaffolded and differentiated with the support of the ESL teacher (ESL-pushin program). Teachers model strategies and skills for reading and writing through mini lessons using strategies such as: think-alouds, KWL charts, graphic organizers, think-pair-share to build schema, and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Foundations is also used to provide students with explicit targeted phonics instruction. Students also participate in a targeted extended day program which provides them with additional supports to improve their linguistic and academic abilities.

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?

At P.S. 189 we use curricular, instructional, and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiation and using ESL strategies to enhance their learning. We use the pushin/ model to service the ELLs and the ESL teacher collaborates with the classroom teacher and special providers to address the students needs. ELL-SWDs have multiple opportunities to spend time with non-disabled peers. In placing ELL students with disabilities in a setting whether it is self-contained, ICT or SETSS we follow LRE as a guide. In foing this we ensure that not only are all mandates met but that the student is able to access the curriculum for his/her grade level. During the school day all students participate in lunch time and recess together depending on the grade level. ELL-SWDs are invited to the Sports and Arts After School program and our school's Academic After School Program. They are also invited to participate in our school's extra curricular activities such as:

field day, our school's valentine dance, and game night as well as other school events.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

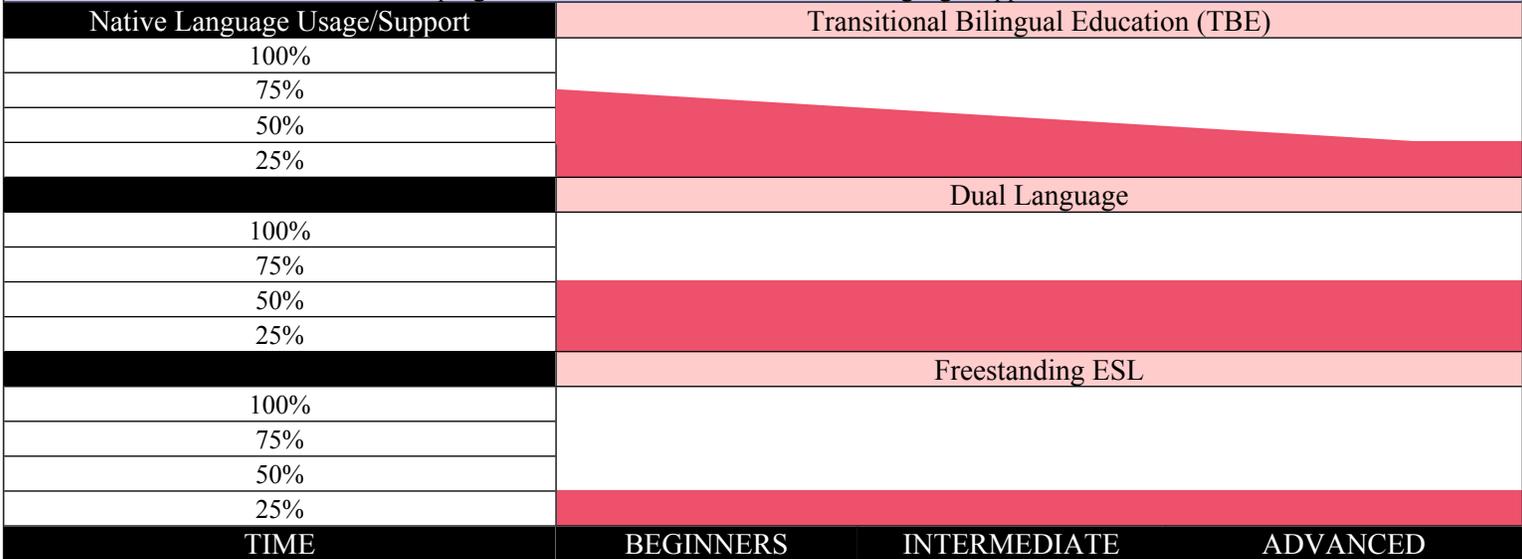
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Intervention programs for ELLs are offered during the school day, extended day and after school in English. The programs include: Wilson for students in grades 3-5, Foundations in grades K-2, Fountas and Pinnell Leveled Literacy Intervention, Imagine Learning and targeted literacy or math extended day groups. ELL students who are identified "at risk" receive small group instruction based on their needs with the school wide curriculum Go Math, and Readygen. All ELL students in grades 3-5 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. The after school program is taught by our certified ESL teacher and common branch teachers who plan collaboratively to ensure that ELL strategies are being used throughout the lessons to support the ELL students in their small groups. ELL students participate in these programs based on their results on the NYSESLAT, State Exams and classroom assessments.

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

Based on the collaborative work between the classroom teachers and the ESL teacher as well as the work done with the students in the freestanding ESL program, our ELL students have made linguistic progress. Out of 22 students who took the NYSESLAT in the 2012-2013 school year 4 students reached the proficiency level (tested out), 13 students moved up a proficiency level, and 5 students stayed on the same proficiency level. This data is evidence that our program is meeting the needs of ELL population, therefore as we transition into the new curriculums we will continue support collaborative work between the classroom teachers and ESL teacher.

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

To better support our ELL students with the rigorous learning that the Common Core Learning Standards have put in place, we plan to continue incorporating ESL methodologies into our classroom instruction as we review and improve the new curriculums we are using.

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

We are not discontinuing any programs/services at this time.

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

All our ELL students have the same opportunities as the rest of the students in our school to participate in all the programs that we offer: curricular and extra curricular activities. Students identified as ELLs participate in programs offered at their grade level, including the Sports and Arts After School Program, academic after school program, special assemblies, trips and any other activity offered. We send letters and flyers home to the families informing them about the programs we offer. We communicate the information through parent orientation, open house, parent/teacher conferences, and PTA meetings. Letters are translated in students' native language when possible and translators are invited to support our families. The ESL teacher is also available to support with Spanish translation.

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

The instructional materials used to support at P.S. 189 are technology, textbooks, workbooks, dictionaries in their native language (when possible), thesaurus, manipulatives, and visuals. The classroom teachers through the use of laptops/ desktops and Smartboards integrate technology into all classroom instruction. ELLs also use technology to support them with literacy, math practice, and to create reports. We have both a music teacher and a technology teacher whose subject areas allow for ELLs to participate fully in projects and produce products with their native English speaking peers while developing academic vocabulary that connects to these and other content areas at the same time. All students participate in our physical education instruction, which incorporate TPR and peer supports.

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

Spanish speaking students have access to literature books, math materials used in Go Math, bilingual dictionaries, and content area vocabulary glossaries. ELLs who speak languages other than Spanish have access to bilingual dictionaries, and content area vocabulary glossaries. When possible students are paired with others peers who speak their native language. Our ESL teacher also provided native language supports to our Spanish speakers when necessary.

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

At P.S. 189 all required support services, materials, and resources correspond to students' age and grade level. In each classroom there are leveled libraries to meet the needs of all students (beginner to proficient). We also provide students especially new

admits with desktop dictionaries in their native language if available for clarification during lessons.

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.

Before the school year begins we hold an annual family barbeque in order to welcome our students and families. During this time teachers, administrators, and other staff who are present communication with the families. The parent coordinator has a table set up to help answer any questions and the ESL Coordinator/ Teacher is available to welcome new ELL families and provide Spanish translations for many of the families. In this way we reach out to try to welcome back old students and their families, and welcome new students and families, including those of ELLs before the school year begins. Throughout the school year as new ELLs arrive both the ESL coordinator/teacher and parent coordinator meet with the families to supports them and get them acquainted with the school.

18. What language electives are offered to ELLs?

We currently do not have any languagae electives

19. For schools with dual language programs:

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

We currently do not have a dual language program

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. P.S. 189 provides professional development throughout the school year for our personnel in-house, as well as outside of the school. These professional development sessions are carried out through the school year for ESL coordinator, all teachers, general education, special education, guidance counselor, secretaries, and the parent coordinator. The professional development will be differentiated as needed, focusing in our population and their strengths and weaknesses. We monitor our data closely in order to provide better instruction and opportunities for our staff to grow as professionals. Professional Development dates are as follows: CCLS Math Rigor: 12/17/13, 1/10/14, 2/5/14, 3/5/13 and 3/21/13; ELA Rigor and the CCLS: 11/12/13, 12/12/13, 1/14/14, 2/3/14, 3/13/14, and 3/20/13; ELL Support Series improving ELL Achievement through CCLS Aligned Instruction: 11/8/13, 12/12/13 and 1/24/14; UDL Instructional Supports for Learners: 11/6/13, 11/26/13 and 1/15/14, 1/22/14 .

2. Our school houses a UFT teacher center that supports our teachers with on-site professional development and resources to enhance instruction. The UFT teacher center also offers off site professional learning opportunities supporting all teachers to engage in learning the new standards and applying ESL methodologies to meet the need of all ELL learners. Current workshops offered to our teachers are the City Wide ELL Conference in November, and Analyzing and using the NYSESLAT results to Drive Instruction. We encourage our teachers to participate in these learning opportunities.

Our ESL teacher attends various professional development sessions provided by the Office of ELLs and the Children First Network to keep abreast of the recent approaches, innovations in ESL instruction, and new standards. The ESL teacher continues to work collaboratively with the classroom teachers who attends professional development opportunities around the Common Core Learning Standards and new curriculums which were developed around the standards, and turnkey the information as needed during common planning times, and through professional conversations. As we engage with our new curriculums our ESL teacher and classroom teachers work collaboratively to develop and refine instruction that include ESL methodologies to support the ELLs as well as all learners to achieve the learning standards.

3. Our upper grade teachers and other school personnel support our students with the middle school selection process and transition by working closely with both the students and their families. Our ESL teacher provides support by explaining the importance of attending the middle school fairs to the students and their families as well as the transition. Translation supports are provided on an as needs basis. Most of our 5th grade students attend the middle school that is housed in the same building as our school, allowing our ESL teacher and the middle school ESL teacher to collaborate throughout the school year to ease the transition as well as support the students' learning. In supporting the staff in the middle school process our guidance counselor and middle school coordinator attend district offered training in the application process. This information is then turnkeyed to the staff and workshops are created for the parents.

4. Professional development opportunities are offered both in-house and off site, to ensure that our teachers attain the minimum 7.5 hours as per Jose P. legislation. All teachers attending these professional developments keep an ongoing log of their hours.

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. All school related information is disseminated to the parents of ELL students in English and their Native language when possible. In addition whenever there are meetings within the building we have staff members present to translate and if they are not available we reach out to the Office of Translations to ensure that the Parents of our ELL students receive the information in the language they are most comfortable with. We have many activities scheduled throughout the school year that we include and extend an invitation to all our families such as: the Family BBQ in August, "Meet and Greet the Teacher", school assemblies, evening events at schools, parent- teacher conferences, Parent-Teacher Association and parents workshop on different topics for example on going workshops on supporting families with understanding the Common Core Learning Standards and how they can support their child/children at home.
 2. Currently our school partners with the Sports and Arts organization, which is an afterschool program for our students. Our ELL students are afforded the same opportunities and are invited to participate in all the programs activities.
 3. The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school and through oral communication with our ESL coordinator/teacher and Parent Coordinator. We promote an open line of communication and support our families in the best way we can. Our bilingual ESL coordinator/teacher provides translation for our spanish speaking families. For our families who speak languages other than Spanish we seek the support of other school personal within the building or arrange for interpretation services to be provided.
 4. Our Teachers and Parent Coordinator also conduct different workshops through out the year geared to help parents support their children in different academic areas at home. These workshops are created based upon survey results, the conversations that we have with parents and the work that students are expected to complete during the school year.

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: Cornerstone Academy for Social

School DBN: 11x189

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x189 School Name: Cornerstone Academy for Social Acti

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

We use results from our Home Language Identification Surveys to assess our school's written translation and oral interpretation needs. We maintain a current record of the primary language of each parent on the student emergency cards and in ATS. Copies are kept in the students' cumulative records of the Home Language Identification Survey as well as in the ESL Coordinator's office.

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.

We found that we need written translation and oral interpretation services in Spanish, Sarahuele and French. We have 12 Spanish speaking students, most of whose families need both oral interpretation and written translation services. There are 2 families who need oral and written translation services: 1 in Sarahuele, and 1 in French. We communicated our findings through the support of the ESL Coordinator/ teacher, our Parent Coordinator and memos.

Part B: Strategies and Activities

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

In order to meet the needs of our families, the school will provide written translation services primarily by using school staff and parent volunteers. The general school practice is that we utilize the support of several staff members and parent members for Spanish translation. For other languages we use the services provided by the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to translate for them. To ensure that the translation is done with in a timely manner we provide our translators with the information at least 2 days before the translation is required so that the families are receiving the translated information at the same time as all our families.

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.

Our ESL Coordinator and other bilingual school staff provide oral interpretation services in Spanish. We use the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy for other languages. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to interpret for them. We also arrange for interpretation services to be provided for all parent meetings where interpretation services are appropriate. Oral translations are done immediately or appointments are set up so that translator can either be present or on the phone.

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>.

We fulfill the parental notification requirements by accessing and distributing documents created by the Translation and Interpretation Unit. We indicate on documents, letters, and fliers that are distributed to families that services are available. We have provided parents that speak a language other than English with a translated Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We have posted a sign in our building entrance and lobby in each of the covered languages indicating the availability of interpretation services. Our Parent Coordinator also has the information available and displayed. As one of her responsibilities, our Parent Coordinator coordinates and ensures that school documents are translated in a timely manner.

