



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: DR. EVELINA LOPEZ ANTONETTY CHILDREN'S LITERACY CENTER

DBN (i.e. 01M001): 07X277

Principal: SAGRARIO JORGE

Principal Email: SJORGE@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: DAN FEIGELSON

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
Sagrario Jorge	*Principal or Designee	
Jennifer Villacis	*UFT Chapter Leader or Designee	
Noemi Lizardi	*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	
Linval Jack	Member/ Parent	
Geneal Chacon	Member/ Parent	
Katiria Rivera	Member/ Parent	
Jessica Bautista	Member/ Parent	
Jennifer Cepeda	Member/ Teacher	
Aracelis Araujo	Member/ Teacher	
Claritza Zambrana	Member/	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

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

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 07X277

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	435	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	41
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	19	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.7%	% Attendance Rate			90.1%
% Free Lunch	91.3%	% Reduced Lunch			4.3%
% Limited English Proficient	16.1%	% Students with Disabilities			20.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.7%	% Black or African American			24.8%
% Hispanic or Latino	72.0%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	0.2%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	0.16	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.3%
% Teaching with Fewer Than 3 Years of Experience	25.0%	Average Teacher Absences			5.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4			13.6%
Science Performance at levels 3 & 4 (4th Grade)	68.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP									
Describe the strengths of your school's 12-13 SCEP.									
Last year's goals allowed for integration of the Danielson rubric as a formative tool. School-wide the teachers were able to go on intra-visitations, take low inference notes, norm, calibrate and provide their colleagues with feedback. The learning walks provided teachers with a common language and lens to deconstruct the rubric. These opportunities allowed for teachers to engage in dialogue with peers across grade levels to be more reflective, and responsive to their teaching practice and needs. The vertical and horizontal walkthroughs also developed a deeper understanding of the rubric, its value and impact on instruction. As for curricular support, there is a greater percentage of coherence across the grades when it comes to planning and in implementation of units, as a result of planning common core aligned Math and ELA units. The effects from last year's goals demonstrate that a greater percentage of teachers moving in their teaching practice around Questioning and Discussion and in Assessment. Moreover, there are greater structures to support student led discussions school-wide. The implementation of school-wide approach to behavior and management has been successful. PBIS (Positive Behavior Intervention and Supports) has become a common language and acknowledgement system that the students embrace and has had a positive impact overall on the academic, social and emotional growth of our students.									
Describe the areas for improvement in your school's 12-13 SCEP.									
As a school, we have gained greater coherence across the unit plans across ELA and Math and have a clearer understanding around the expectations of a well-developed unit aligned to the CCS. We still need to achieve greater coherence across other content areas such as science and social studies.									
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.									
The priorities of leadership are sometimes compromised by the structural constraints and deficiencies of the building. For example, our internet system runs on frame relay, which functions as a dial up modem. This hampers the ability for the school and teachers to integrate technology to improve our school's efficiency around real time planning, collaborative processes as well as its integration in lesson plans. Moreover, students are unable to access the benefits of technology integration, which includes real time data results, frequent interaction and feedback, and connection to real-world experts. Additionally, our classrooms have only one outlet making it difficult to integrate other electronic resources that can enhance instruction. The structural shortcomings of the school building make it difficult for us to prepare our students for the 21 st Century demands									
Describe the degree to which your school's 12-13 SCEP was successfully implemented.									
Our school was able to establish a structure to promote distributive leadership and opportunities for strong lead teachers to grow. One lead teacher from each grade level was to participate in the Danielson Intra-visitation Walkthroughs with the administration and coach's support. This core team was comprised with a representative from each grade level and served as part of the school's "think tank". The team received professional development on norming and calibrating the Danielson Rubric as well as in developing feedback for their peers. The integration of PBIS has also been successful. The students respond to the acknowledgement and rise to the expectations of the PBIS matrix. The common language used by school personnel and students has supported this work.									
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.									
Many of the goals were met, however, the school's internet structure of "frame relay" continues to hamper the potential for greater growth and continued progress of meeting our school wide goals and objectives. In order to successfully prepare students for 21 st century skills, as a school we must also have the tools to do so. The sharing of resources and planning online is critical to our school's planning and instructional development. Additionally, there have been many professional development workshops compromised because they required online video and resources.									
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	Yes	<input type="checkbox"/>	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.				
As noted above, the lack of a functional internet system will continue to hamper our school's progress.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
PS 277's goal is to improve our students' overall academic performance, primarily students with Individual Educational Plans and English Language Learners. An additional learning target is to increase the reading level of all students and students' ability to				

solve multi-step word problems.

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

School leaders will communicate the academic achievement targets outlined within the school's SCEP with staff and the community through staff conferences, email blasts, news bulletins, school leadership teams meetings, and school wide functions.

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

We will regularly engage in school and classroom visits to examine evidence of the Common Core Standards.

We will build the capacity of administrators, grade leaders, and instructional leaders to provide teams and teachers with actionable feedback to help improve their individual and collective practice.

We will design differentiated professional learning opportunities for teachers and teacher leaders aimed at accelerating innovative practice and developing a culture of reflection and ownership for improvement.

We will structure opportunities for professional development on models of instruction designed to be student driven (i.e. student led discussions, inquiry projects, or problem based.)

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

The strategy for executing our theory of action is based on integrating the best practices of successful urban schools and incorporating feedback shared from the Superintendent, Network, and other educational support staff to continue to improve instructional practices and systems within the school. All strategies will be quantified and monitored by school leaders and staff to measure the progress or the need to revise action plans.

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

The key elements within our SCEP are our strategically developed goals and the pre-planned activities that will help us to accomplish each goal.

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

All activities are aligned to our goals. Our goals and activities will be closely monitored. We will use our school created tracking tools as well as city and state data reports to monitor the school's progress. Additionally, we will informally survey our staff and SLT members to gather feedback on the implementation of our school wide goals and initiatives.

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).

School leaders and teachers use a common research based framework to define instructional expectations and identify needs that promote improvement in pedagogical skills

Review Type:	Quality Review	Year:	2013	Page Number:	4	HEDI Rating:	Proficient
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

- By June 2014, we will increase effective pedagogical practices that have been shown to increase student achievement, school leaders and teachers will create individual professional development plans, based on the Danielson Framework. We will increase 75% of teachers’ effective pedagogical practices as evidenced through Danielson Framework ratings comparing their first rating and final end of year rating.

Instructional Strategies/Activities

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

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

1. The administrative team will observe each teacher on a monthly basis.
2. The administrative team will assist in the planning of Common Core aligned units of study, instructional practice with systematic follow up to ensure its implementation.
3. The administrative team will norm and calibrate the use of the Danielson Framework in order to develop consistency and a common language around its use.
4. The administrative team will provide each teacher with timely feedback of the observation through written feedback, email, and/or one to one meetings.
5. The administrative team will meet weekly to analyze data from classroom observations in order to link school wide professional development plans.
6. The Instructional Leads will lead a Collaborative Inquiry group where teacher leaders, from each grade level, will work closely with the administration to norm and calibrate the Danielson framework, conduct vertical and horizontal grade level intra-visitations and provide collegial feedback to one another.

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

1. Principal and assistant principals will create a yearly observation schedule.
2. Principal and assistant principals will participate in curriculum planning with grade teams.
3. Principal and assistant principals will schedule times for walkthroughs, norming, and calibration on the Google calendar.
4. Principal and assistant principals will email grows and glows to teachers after class visits. They will also schedule meetings with teachers to discuss observations and recommendations for improvement.
5. Principal, assistant principals, and coaches use observations to plan Professional Development Workshops.
6. The instructional lead, along with identified lead teachers will meet weekly to view videos on ARIS, analyze student work, and review the Danielson Framework.

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

1. The administrative team will review created schedule to ensure that all scheduled observations were completed and to discuss by whom and when the following month’s observations will be conducted.
2. The administration team will review units of studies created and comparing them to teacher observations.
3. During the norming sessions, progress will be evaluated through how closely calibrated are the administrative team’s ratings.
4. When planning for feedback sessions with teachers, administrative team will review previous observations to ensure that recommendations are being implemented. If no evidence of implementation is noted, administrators will provide additional assistance to ensure growth of teacher practice.
5. Administrative walkthroughs will focus on evidence of implementation of practices learned.
6. Each Collaborative Inquiry meeting will be followed by written reflections and next steps.

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

1. Administrative meeting will take place at the conclusion of each month for the 2013 – 2014 school year.

2. One administrative meeting every month for the 2013 – 2014 school year.
3. Walkthroughs will be scheduled every school week for the 2013 – 2014 school year.
4. Conducted for all teacher feedback sessions for the 2013 -2014 school year.
5. The week following each professional development walkthrough for the 2013 – 2014 school year.
6. Weekly meetings will take place every Friday at 8:00 am for the 2013 – 2014 school year.

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

1. Teacher feedback binder, observation schedule and Advance system.
2. Unit of study and curriculum maps binder, common core standards, sample units and maps, and Advance system.
3. Danielson framework, teacher schedules, and Google calendar.
4. Teacher feedback binder and Advance system.
5. Teacher feedback binder and Advance system
6. Weekly agendas, student work, ARIS videos and study guides, reflection sheets.

Budget and Resource Alignment

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

PF Set Aside	X	Tax Levy	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.

SIG

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

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

Ensure common core curricula alignment across all content areas so that students are consistently engaged in cognitively rigorous tasks (1.1)

Review Type:	Quality Review	Year:	2013	Page Number:	3	HEDI Rating:	Proficient
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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.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration		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, PS 277 will create 4 common core-aligned units of study in ELA and Math that provide multiple points of access where information is scaffolded (when necessary) and with opportunities embedded to develop information literacy and math skills, culminating in performance tasks that help students develop content understandings and make connections between content areas and the learning community.

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. Five common planning time will be built into the prep schedule for all grades. The common planning preps will be used to analyze student work using a protocol to norm and inform our planning.
2. Two hour planning blocks afterschool will be provided to plan. The planning periods will be dedicated to creating, reviewing and revising curriculum units and

maps aligned to the Common Core Standards and student data.

3. The administrative team will meet weekly with the Instructional Leads /Coaches and join team meetings on a regular basis to coordinate the work of analyzing student work.
4. Professional development will be provided through lab-sites led by Teacher’s College and Metamorphosis, Network Achievement Coaches, PS 277 Coaches, Assistant Principals and Principals.
5. An ELA and Math performance task will be given in the fall and in the spring.
6. P/F funds to purchase LLI books and Fountas and Pinelle for grades 3&4, so you need to list buying differentiated reading materials as a strategy

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

Assistant principal will create a prep schedule with five common planning periods a week for each grade. Coaches will assist in ensuring that protocols are followed while analyzing student work and planning small group instruction.

2. Assistant principals will supervise and support teachers in creating curriculum units and maps. Agendas will be created, signed and collected with completed work.
3. Coaches and administrative team will meet to debrief on the work done by teachers and brainstorm next steps.
4. Teacher’s College and Metamorphosis, Network Achievement Coaches, PS 277 Coaches, Assistant Principals and Principals will provide ongoing professional development throughout the year.
5. Teachers will administer Fall and Spring Benchmark performance tasks, as well as including various tasks into units of study in Math and ELA.

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

1. Coaches will collect results of student work analysis in planning for small group instruction.
2. Unit plans will be reflected in improved teacher effectiveness ratings and overall cohesiveness among and across grades during walkthroughs.
3. The amount of small group instruction will increase in classrooms and student grades and reading levels will show improvement.
4. Every professional development workshop will be followed by a reflection sheet, in order to assess the impact the workshop had on teacher learning.
5. Benchmark performance tasks data spreadsheets will indicate where the students’ strengths and needs lie, in order to target instruction on the needs of the students.

1.

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

1. Weekly meetings throughout the 2013 – 2014 school year.
2. Weekly curriculum planning meetings throughout the 2013 – 2014 school year.
3. By the end of the 2013 – 2014 school year all classrooms will conduct guided groups in reading and math.
4. Workshops are conducted weekly throughout the 2013 – 2014 school year.
5. Minimum of one performance task for the spring and one for fall for the 2013 – 2014 school year.

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

1. Examining student work protocol, common prep periods, agendas, student work
2. Heidi Hayes Jacob’s PD and Webinars on Unit Planning, common core standards, google docs, math teachers guides, Teachers College CDs.
3. Results of student work analysis, student work, rubrics
4. Teachers College coaches, Metamorphosis coaches, schedule changes to accommodate planning, labsite viewing, and debriefing, reflection sheets
5. Performance tasks, rubrics, spreadsheets to analyze data, schedule time to score and plan instruction based on results.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								
SIG								
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.								
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core	
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
	PF Positive Behavioral Management Programs				PF RTI		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).			
School leaders and teachers use a common research based framework to define instructional expectations and identify needs that promote improvement in pedagogical skills (4.1)			
Review Type:	Quality Review	Year:	2013
		Page Number:	5
		HEDI Rating:	Proficient

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	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013-2014 school year, school leaders and teacher leaders will agree 75% of the time as to whether a given lesson reviewed during norming sessions or informal observations represent ineffective, developing, effective, or highly effective practice across the 3 selected competencies as measured by teacher response data from norming sessions throughout the year. To raise student achievement by developing teaching practices, which extend students’ critical thinking and independence. This will be accomplished by deepening the school’s community understanding of what high quality teaching looks like with respect to providing quality feedback, small group / differentiated instruction, questioning /student led discussions and use of assessment in instruction, which align to (1e designing coherent instruction, 3b using question and discussion techniques and 3b using assessment in instruction).

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"> Throughout the year, school-wide professional development will be provided to help teachers deeply understand 3 school-selected competencies. 6 Teachers (Grades 1-5) will receive training and professional development from Metamorphosis for mathematics and 10 calendar days school –wide professional development days. Teacher training and professional development from Wilson on using Foundations, Leveled Literacy Intervention, and Teacher’s College. <i>Professional Development and In-class student support on creative writing from Story Pirates.</i> Administration will identify resources and structures within the school to support teachers’ understanding of the Danielson <i>Framework</i> (e.g., teacher team, faculty meetings and inquiry team intra-visitations). As a faculty, over the course of the school year, we will watch at least 4 classroom videos together and record low-inference observations. Dig deeply into 1-2 competencies at a time and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations. Facilitate norming exercises through conversations before and after informal classroom observations by school leaders as well as teacher-to-teacher intra-visitations. Conduct regular observations providing feedback on the selected competencies. Inquiry Team and Grade levels will visit classrooms monthly to norm the Danielson Framework and provide feedback to peers. Teachers will be asked to engage in a self-assessment of their strengths and areas in need of improvement aligned with the four domains of the Danielson’s Framework for Teaching; and participate in an end-of-year reflection.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Literacy and Math Coaches Assistant Principals Instructional Leads Network Achievement Coaches Teachers Danielson Rubric Coverage of Inquiry Team Members for Intra-visitations Math Consultants from Metamorphosis Literacy Consultants from Wilson, Leveled Literacy Intervention and Teacher’s College

10. Writing Coach from Story Pirates

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

1. On a monthly basis, School Principal and Programmer will evaluate the opportunities for teachers to share best practices to raise the level instruction
2. On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the teacher teams.
3. On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and Coaches will evaluate at how teachers look student work(data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will evaluate professional development on questioning, feedback, small group instruction and differentiation.
5. On a weekly basis, Principal, School programmer and Assistant Principals will evaluate time/schedule to conduct intra-visitations
6. Mid-year, Principal, School programmer and Assistant Principals will evaluate time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities
7. On a monthly basis, administration will evaluate the use of the observations to conduct frequent observations and classroom walkthroughs based on the Danielson Framework.
8. On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. On a monthly basis, school curriculum team will evaluate staff developers work and progress through the teacher evaluations and feedback.

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

1. During the 2013-2014 school year (September –June), professional development will be provided during monthly faculty conferences, weekly Wednesday and scheduled lunch and learns.
2. During the 2013-2014 school year (September –June), Metamorphosis will provide professional development workshops school-wide.
3. During the 2013-2014 school year (September –June), Teacher's College will provide in house and off-site professional development workshops.
4. From October 2013-2014, Story Pirates will provide professional development workshops for grades 3, 4, and 5.
5. During the 2013-2014 school year (September –June), the administration will schedule walkthroughs and professional development support based on observations and teacher/school-wide needs.
6. During October 2013, December 2013, January 2014, February 2014, and March 2014, video demonstrations will be scheduled to be normed and calibrated with the entire staff.
7. During the 2013-2014 school year (September –June), facilitate norming exercises through conversations before and after informal classroom observations by school leaders as well as teacher-to-teacher intra-visitations.
8. During the 2013-2014 school year (September –June), conduct regular observations providing feedback on the selected competencies.
9. During the 2013-2014 school year (September –June), Inquiry Team and Grade levels will visit classrooms monthly to norm the Danielson Framework and provide feedback to peers.
10. During the 2013-2014 school year (September –June), teachers will be asked to engage in a self-assessment of their strengths and areas in need of improvement aligned with the four domains of the Danielson's Framework for Teaching; and participate in an end-of-year reflection.

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

1. Scheduled professional development for the year and schedule periods for outside consultants to provide professional development.
2. Scheduled times for coaches to observe and provide feedback to teachers.
3. Scheduled periods for intra-visitations and debriefs to take place.
4. Online access to videos to norm and calibrate using the Danielson Rubric.
5. Common Planning Periods.
6. Monday Professional Development Faculty Conferences.
7. Weekly Cabinet Meetings.
8. 2 hour planning for Teachers on Unit Development.
9. Scheduled Lunch and Learns throughout the year.

Budget and Resource Alignment

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

	PF Set Aside	X	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.						
SIG						
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.						
	PF AIS		PF CTE		PF College & Career Readiness	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	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).							
Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students.							
Review Type:	QR+	Year:	2011-2012	Page Number:	8	HEDI Rating:	D

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, we will decrease the number of level 3, 4, and 5 infractions by 10% and 20% of the teacher's ratings will improve in component 2d- managing student behaviors.

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"> 1. PBIS School Committee (comprised of classroom and cluster teachers and guidance counselor) will be provided with PBIS professional development training in September. 2. We will increase Ramapo training, empowering teachers, parents, and childcare givers with the practical tools they need to foster positive behaviors and promotes success in order to promote social and emotional growth of our students and to create a safe, nurturing and inclusive learning environment. 3. Used P/F funds to purchase Bell, so you need to list Bell in your strategy section 4. School-wide professional development will be provided to the entire staff the first week of school. New teachers will have additionally training. 5. A baseline assessment of teachers' beliefs around specific behaviors will be developed prior to the implementation of PBIS and an end of year staff survey will gather data on the effectiveness of the PBIS implementation. 6. The PBIS committee will meet bi-weekly to plan and evaluate progress of PBIS implementation and sustainability. 7. Conduct parent workshops around topics that reinforce school culture and mission/vision, such as parenting skills, understanding the developmental growth patterns of adolescents, etc. 8. Parents will be invited to award recognition ceremonies throughout the school year. 9. PBIS posters will be displayed throughout the school and in all classrooms for student reflection. 10. Positive Behavior Intervention Supports Assemblies will be conducted once a month during the school year 11. Monthly review of data collection/OORS reports to examine the Levels 3, 4, and 5 occurrences and students in need of intervention. 12. Student suspensions (numbers and situations) will also be reviewed. 13. Child Study Team Meetings will be held to address the needs of specific students. 14. Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's) which will include input from classroom staff members (both teachers and paraprofessionals) will be completed for all students with Crisis Management Paraprofessionals and students who have been involved in repeated Level 4 or 5. 15. Incidents/occurrences (scheduled as needed).

16. Student led Town meetings once a month to promote greater student autonomy and initiative.
17. Parent and student (day and evening) events will be purposefully planned to foster the parent –school partnership to reinforce and celebrate identified positive behavior and student achievement.
18. Beginning in February, students can use their acquired tokens in the School Store and (student selected) planned school-wide events.
19. Partnerships with Acacias and Unitas (health and mental health agencies/CBO's) will partner with PS 277 to provide parents and students health services at nearby clinics.
20. Guidance Counselor push-in into classroom.

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

1. PBIS School Committee (comprised of teachers, guidance counselor)
2. Network Support /Professional Development Workshops on Social Emotional Supports for the Service Providers
3. School wide personnel active involvement and PBIS training and implementation school-wide
4. CBO Partnerships and program development.
5. Ramapo
6. Robotics Incentive Program

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

1. On a monthly basis, School Principal, Assistant Principals, and PBIS Committee will evaluate school-wide PBIS policy as well as look at data on disproportionality.
2. On a monthly basis, School Principal, Assistant Principals and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that address PBIS components.
3. On a mid-year basis, PBIS will evaluate the staff mid-year survey as well as evaluate the student mid-year survey and the success of PBIS and next steps.
4. On a monthly basis, School Principal and Assistant Principals will evaluate and monitor OORs reporting reports for incidents and suspensions.
5. On a monthly basis, School Principal and Assistant Principals will evaluate and observe the PBIS educational curriculum developed by the PBIS subcommittees.
6. On a yearly basis, Principals will evaluate the partnership with Ramapo, BELL and SASF.
7. On a yearly basis, School Principal will evaluate the realignment of the roles and responsibilities of the members on the PBIS committee.

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

1. During the 2013-2014 school year (September –June), School Principal, Assistant Principals, PBIS committee will update school-wide discipline policy as well as look at data on disproportionality.
2. During the 2013-2014 (December –June), the PBIS committee will track the behaviors or students in Tier 2 and Tier 3.
3. During the 2013-2014 school year (September –June), School Principal, and Assistant Principals align guidance interventions as well as conduct monthly assemblies to address and celebrate positive behaviors.
4. During the 2013-2014 school year (February), Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.
5. During the 2013-2014 school year (September-June), School Principal and Deans will track OORs reporting reports for incidents and suspensions.
6. Throughout the 2013-2014 school year (September-June), School Principal and Assistant Principals will evaluate and observe the PBIS teacher developed curriculum.
7. During the 2013-2014 school year (November-March), Ramapo in consultation with the principal will develop action plans for specific teachers and parent workshops.
8. Throughout the 2013-2014 school year, all staff and faculty will promote the PBIS Matrix in all classes through the school wide use of Bee Bucks.
9. Throughout the 2013-2014 school year, PBIS committee and subcommittee will develop social events for students as well as maintain the school store for students to trade in their Bee Bucks.
10. Throughout the 2013-2014 school year, the Guidance Counselor will lead and implement the Student Council Program.

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

1. Student Council and counseling periods.
2. Weekly Cluster Teachers periods providing character education weekly to students who fall within Tier 2 and Tier 3 of the PBIS program
3. Monthly Assembly periods.
4. Response to Intervention Team meetings.
5. Oors meetings, once a week with Deans and Assistant Principals.
6. Cabinet meetings with Assistant Principals on a weekly basis.
7. Weekly after-school meetings with PBIS Committee to plan and implement student incentive, social and school-wide programming.
8. After-noon/lunch time recreation time via the use of the gym.
9. Asphalt Green Tuesday and Thursday physical program.
10. Robotics Incentive program on Tuesday and Thursday.

11. JDL Programmed PD for teachers and integration of technology and inquiry project based assignments.
12. 14 periods scheduled of Studio in School.
13. Weekly Musical Program
14. 4 periods of Band practice
15. Weekly CST team meetings.
16. Scheduled professional development periods with Ramapo Consultant

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy		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.

SIG

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).

No Recommendation was give in the Quality Review. We received a proficient in the Quality Review.

Review Type:	QR	Year:	2012-2013	Page Number:	3	HEDI Rating:	P
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Tenet 6: Family and Community Engagement

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

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, in order to implement a cohesive home/school support system for students engaged in rigorous tasks as required by the CCSS and to foster a stronger and more supportive parent partnership, there will be a 10% increase of parents attending and in increasing student parent celebrations activities at minimum 3-4 events a month.

Strategies to Increase Parental Involvement and Engagement

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

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

1. To provide bi monthly parent Workshops on Curriculum, State Exams, Ways to Help Their at Home, Health Wellness, Parenting Tips, College and Career Readiness Workshops for Middle and High School, and College etc.
2. To provide evening parent and child workshop (i.e. Family Math Night, Family Literacy, Fine Arts Program Shows).
3. To provide one on one time with the principal for parents to share concerns, ideas, questions, have book talks, and /or for the principal to provide professional development workshops. The Café con Libros Meetings with the Principal provide this opportunity.
4. To provide a multiplicity of ways to communicate with the parents via fliers, letters, newsletters, phone messenger, and one to one meetings.
5. Family Fridays in which families engage in learning an activity in the classroom.
6. Onsite CBO partnership of Robotics with St. Mary's Recreational Center, Cookshop, Bell and Sports and Arts Afterschool Program (SASF) and Ramapo to provide parents and their families with health and mental health services.
7. To implement monthly Student led assemblies where students introduce Tier 2 and 3 vocabulary words, present content and allow for a question and answer from the student audience.
8. P/F funds will be used to purchase iPads for the Parents, so you need to include parent technology training/access as a strategy

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

1. Guidance Counselor, Literacy /Math Coaches, Instructional Leads and Assistant Principals will plan and lead the workshops during the school day and evening.
2. Principal will lead the Café con Libros workshop and provide parents with parenting resources, curriculum and school community supports.
3. Parent Coordinator will create fliers, send out monthly calendars, and communicate through various modes (email, paper, and phone messenger) to inform parents about our school wide events. All materials will be translated in Spanish for Spanish speaking parents.
4. Teachers will plan explicit lessons for Family Fridays, which provide parents with strategies that can be implemented in the home.
5. Ramapo, Bell, and SASF will provide parent workshops on parenting, curriculum and ways on developing partnerships between the school and home.
6. Parent Coordinator and Family Worker will lead monthly “healthy” cooking workshops for parents.
7. PBIS Committee will plan lesson plans, programming needs, and track student behaviors to design action plans and next steps.

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

1. Quarterly targets will be set to evaluate and monitor how often parents attend workshops.
2. The principal will request and analyze feedback from parents about the Café con Libros meetings.
3. Administration will monitor the use of School Messenger and other sources of communication.
4. Administration will analyze the parent participants in the workshops during both the day and evening as well as for the student led assemblies and Family Fridays.
5. Administration and the PBIS committee will analyze the student participants in the school wide incentive structures (i.e. store or after school social events).

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

1. During the school year (September –June) 2014, monthly student led assemblies will be held and students will receive recognition awards for attendance and Positive PBIS behaviors.
2. During the school year (September –June 2014), the PBIS committee will meet twice a month to program our PBIS management system and plan school wide events and lessons.
3. During the school year (October, November, January, April, May and June) the principal will hold the Café con Libros parent meetings.
4. During the school year (September –June) 2014, the parent coordinator will send monthly calendar around major events. On a weekly basis, fliers and phone messenger will be used to inform parents of school-wide events.
5. During the school year (September –June) 2014, monthly parent workshops will be held focusing on Curriculum, State Exams, Ways to Help Their at Home, Health Wellness, Parenting Tips, College and Career Readiness Workshops for Middle and High School, and College etc.
6. Beginning in January 2014 and through June 2014, the Family Worker and Parent Coordinator will lead the healthy cooking workshops.
7. Beginning in January 2014 and through June 2014, BELL and SASF after-school program will provide parent workshops and trainings.

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

1. Scheduled Café con Libros Bi Monthly Meetings with Principal
2. Scheduled Monthly Thematic Family Fridays that have a core focus of sharing instructional practices and strategies that the parents can use at home.
3. Monthly PBIS Assembly
4. Bi Monthly Parent Workshops on Curriculum, State Exams, Ways to Help Their at Home, Health Wellness, Parenting Tips, College and Career Readiness Workshops for Middle and High School, and College etc.
5. Development of monthly newsletter and fliers for parents
6. Monthly Bell Parent Workshops
7. Monthly Parent Workshops by Cookshop on healthy eating
8. One Evening a Month Celebratory Parent Meetings
9. Mid Year Progress Report on Student Performance in January
10. Use of Phone System to Communicate with Parents
11. Parent Bulletin Board that highlights key information
12. Daily After School Support for English Language Learners

Budget and Resource Alignment

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

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

SIG

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

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

By June 2013, all students of PS 277 will have the opportunity to attend an after school program and Saturday Academy to receive academic, cultural, social, and emotional supports designed to:

1. initiate a sense of awareness within our scholars; to have them understand the rich history of New York and the community they live in; to broaden their horizons by expanding their thoughts on a global scale; to inspire scholars to tie themselves to cultures and practices carried out across the world.
2. instill within our scholars interdependence and self-actualization. Scholars who understand their positions in their families and communities become better leaders because they know and understand the hardships others may face. This also teaches the skills of proper communication and research study.
3. allow our scholars to take ownership by having them become citizens of the BELL Program. Through art, dance, and music, our scholars become aware of their influences and become motivated to share their experiences with others in positive ways. The Passport to the World allows them to explore how we as a people and a culture communicate, both through technology and through oral and demonstrative performance.

Program success will be measured by student attendance and student and parent feedback surveys.

Activities

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

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

Students will engage in authentic real-world activities that foster communication, collaboration and critical thinking including the following instructional strategies:

1. Vocabulary development
2. Comparing, contrasting, classifying and understanding analogies
3. Integration of the Depth of Knowledge wheel in planning higher order questions and activities that generate student questioning and wonderings.
4. Summarizing and note-taking
5. Reinforcing effort and giving praise
6. Setting objectives and providing feedback
7. Having students makes connections across all disciplines
8. Using text evidence to support claims

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

1. The SETTS teachers, Library Teacher, Lead Teacher, Math Coach, ESL Teachers

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

1. The target population is to support our students who perform at the lowest third. Students who are English Language Learners and students who have an Individual Educational Plans are prioritized in our intervention plan.

Budget and Resource Alignment

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

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

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

Community Partnerships

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

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

- Bell Afterschool Program
- Sports and Arts Program

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

The BELL program runs from Monday through Wednesday and the SASF program runs Wednesday through Friday. The directors have weekly meetings and co-plan to support each other's programming as well as academic and enrichment programs. Both directors work during the same hours to plan seamless transitions and supports for one another.

ELT Program Narrative

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

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

The "My Passport to the World" program combines academics, and project based learning with STEM and the ARTS 3 days per week to help scholars develop not only their academic learning, but their socio-emotional learning as well. The program is designed to bring social studies and an awareness of Global citizenship to our scholars through a compare and contrast approach where scholars learn about their own environment/community, and then use that information to identify how their environment is similar and different to other scholars around the World.

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

The afternoons will expose scholars to 4 types of enrichment activities each day (Monday-Friday) and in February, Saturday sessions. These activities range from: Sports (like Lacrosse and Fencing), Graphic Art, Theatre Arts including singing, dancing, and acting, as well as a study of folklore and poetry writing. To tie these experiences together, scholars will also have one session each day of a character development class that will teach them how to be responsible citizens and to continue to strive for excellence in their daily lives. Every 4 week cycle Thursday represents a mini-performance that will be video-taped and edited to be shown to at the parent assembly. At this event, community leaders, parents, faculty and others will have an opportunity to experience the World through the scholar's eyes. There will be information booths set up outside of the auditorium where guests can sample foods, and view scholar artwork indicative of each country that has been toured or visited.

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

Scholars are surveyed to identify which enrichments they would most likely be interested in participating in, and that information is then used to identify partnerships that can help address those topics and still provide a "wider view" of the World as well.

D. Are the additional hours mandatory or voluntary?		Mandatory	X		Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Incentive programs like "Scholar Dollars", which reward scholars for good behavior, as well as showing them that their voice counts regarding the types of enrichment they are participating in. We make calls to parents, send home back-pack mailers about scholar progress; we host after-school parent teacher conferences to keep parents involved in the learning process.

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

We have created an assessment calendar where we closely track student performance. Based on the student data, small group instruction is provided during the school day through either a push in and/or pull out model. Student progress across all classrooms is analyzed by the administration and teachers. The administration meets with individual classroom teachers to create action plans and next steps for the individual students based on the data and students are encouraged to participate in the after school program for additional supports.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X		No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

The students are administered as baseline assessment at the beginning of the program and subsequently monthly assessments are administered to monitor student growth. This data will be shared with the administrative team. Additionally, students surveys and parent surveys will be administer to gather greater data on the after school programming.

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	<ul style="list-style-type: none"> • A. Guided Group Reading Periods using Leveled Literacy Intervention for identified struggling students for K, 1st, 2nd 3rd and 4th graders. • Foundations • Guided Reading Program by Fountas and Pinnell with supports in Fiction and Nonfiction reading • D. Newly arrived students that are ELL are given repeated readings, phonics support and guided reading support during the school day. • NY Ready 	<ul style="list-style-type: none"> • A. Small group Instruction (with a maximum of 5 students per group) where push in and pull out models are followed. • B. Students are grouped according to identified need and work in small groups of 10 students or less with one teacher. • Newly arrived students that ELL (that are early/intermediate levels) is provided 1-2 group support • One to one tutoring 	<ul style="list-style-type: none"> • A. Services are provided during the school day throughout the entire week for the entire school during literacy block. Total students number of students serviced is 57. • Extended Day Services are provided from 8:00—8:50 for grades k-2. Total number of students serviced is 57. • C. Services are provided from 8:00—8:50 for students in grades 3-5. Total number of students serviced is 166. • Afterschool in the ELT program- 120 students. • Saturday Program beginning in February – 120 students. • Teacher led Afterschool Parent/ Student help program. Number ranges depending on parents that show up with child.
Mathematics	<ul style="list-style-type: none"> • Bilingual support for ELL students and math word problems • Use of Exemplars with multi-entry opportunities • Modified word problems • Remedial and Enrichment supports from GoMath and NY Engage 	<ul style="list-style-type: none"> • Small group Instruction (with a maximum of 5 students per group) where push in and pull out models are followed. • B. Students are grouped according to identified need and work in small groups of 10 students or less with one teacher. • Newly arrived students that ELL (that are early/intermediate levels) is provided 1-2 group support • One to one tutoring 	<ul style="list-style-type: none"> • Extended Day Services are provided from 8:00—8:50 for grades k-2. Total number of students serviced is 57. • C. Services are provided from 8:00—8:50 for students in grades 3-5. Total number of students serviced is 166. • Afterschool in the ELT program 120 students are serviced. • ELL remedial group meets 5 times a week before the start of the school day. Total number of students serviced is 13. • Saturday Program beginning in February. 120 students are

			<p>serviced.</p> <ul style="list-style-type: none"> Teacher led Afterschool Parent/ Student help program. Number ranges depending on parents that show up with child.
Science	Nonfiction Guided Reading Groups (see above)	Small group instruction	During extended daytime as well as during school day during literacy and science block. (See above)
Social Studies	Nonfiction Guided Reading Groups (see above)	Small group instruction	During extended daytime as well as during school day during literacy and social studies block. (See above)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program (Tier 2 approach), Student Incentive Programs, CST team, PPT (Attendance team), At risk counseling (Counselors and or SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504, triage as needed, referrals, and wellness consultations	<ul style="list-style-type: none"> Students are scheduled for individual counseling based on demonstration of need or request of parent. Students are brought to the attention of service providers through the Child Study Team. Students are counseled in groups for specific topics based on current needs and issues. Classroom intervention and support for students 	<ul style="list-style-type: none"> School day for students in grades K-5. Individual and group sessions are provided in 20-30 minute sessions throughout the day. Voluntary groups around specific topics are available for grades 3-5 during extended daytime provided by Cluster Teachers. <p>Total number of students serviced per provider ranges from 45 to 90 in 8 week cycles</p>

**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.
<ul style="list-style-type: none"> • PS 277 strives to retain highly qualified staff by offering leadership opportunities and involving them in decision-making. For example staff members were invited to participate in our PBIS initiative to make decisions and execute critical initiatives aligned with school's mission and vision statements. We also have a core teacher group, which serves as a think tank for improving our school instruction and community. • All teaching candidates must complete an interview packet– which includes writing a parent letter, solving a math exemplar, and analysis of student writing. • Buddy Teachers and special emphasis on classroom intra-visitations • A program schedule that builds on common planning time, and professional development opportunities that are grouped horizontally and vertically. • Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis. • All staff participates in a goal-setting program to provide a structure to discuss goals and progress aligned with Danielson's Framework. • Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits. • Monthly staff meetings to address teaching practices and data awareness. • Attend teacher fair to recruit teachers or other pedagogues. • Network with other Principals and Assistant Principals with the focus of recruiting teachers of staff members. • Mentorship by both the Literacy and Math coach is provided to both new and veteran teachers on a weekly basis. • Purchased services from teacher's College to provide quality Professional Development in school as well as workshops outside of school where the teachers have an opportunity to collaborate with other NYCDOE teachers. • Staff is assigned based on license areas and interests.

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).
<ol style="list-style-type: none"> 1. Instructional Rounds hosted by the Network for Principal, Assistant Principals, and Coaches. 2. Instructional Leads trainings hosted by the Network 3. Coaches meetings led by the Teacher's College and Metamorphosis. 4. Off-site professional development workshops led by Teacher's College, Metamorphosis, Foundations, and JDL 5. On-site professional development by outside consultants: Teacher's College, Metamorphosis, Ramapo, Leveled Literacy Intervention, Story Pirates, Foundations, Aussie, JDL, Successmaker and Heidi Hayes Jacob. 6. In house professional development led by Principals, Assistant Principals, Coaches, Instructional leads during the monthly Faculty conference and weekly Wednesday meetings. 7. Grows and Glows from Principal and Assistant Principal.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • PS 277 will partner with Bell Program and Sports and Arts Afterschool Program to address these needs • Professional development services through Aussie have been contracted to support the Prek curriculum and parent partnership development

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.).

- Joint Professional Development is provided to the prek staff.
- Prek teachers are involved in school-wide intra- visitations
- Aussie Staff Developers work to support the Prek teachers to align the curriculum and increase rigor, where appropriate
- Monthly parent workshops are held to promote parent involvement and understanding of the child’s developmental milestones at this age.

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.

Default on Measures of Student Learning. MOSL committee selected to select local MOSL assessments, target population, and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and pd on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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.
- hosting events to support parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 07	Borough Bronx	School Number 277
School Name Dr. Evelina Lopez-Antonetty Children's L		

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 Lila Jorge	Assistant Principal Adele Cammarata
Coach	Coach
ESL Teacher Nancy Shnider	Guidance Counselor C. Almodovar
Teacher/Subject Area	Parent Noemi Lizardo
Teacher/Subject Area	Parent Coordinator J. Vega
Related Service Provider J. Villacis	Other Caihua Huang
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	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	0
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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	436	Total number of ELLs	75	ELLs as share of total student population (%)	17.20%
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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	2	2			1								6
Pull-out		4	4	5	8	4								25
Total	1	6	6	5	8	5	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	14
SIFE	2	ELLs receiving service 4-6 years	11	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	64			11	2					75
Total	64	0	0	11	2	0	0	0	0	75

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	14	8	9	09	17	11								68
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	2	1	2										7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	16	10	10	11	17	11	0	0	0	0	0	0	0	75

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)	5	1	1	1	2	2								12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		4	3	3	6	4								20
Advanced (A)	11	5	6	7	9	5								43
Total	16	10	10	11	17	11	0	0	0	0	0	0	0	75

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1	0	1	1							
	I		4	3	3	6	4							
	A		5	4	5	7	5							
	P		0	2	1	0	6							
READING/ WRITING	B		0	1	0	1	1							
	I		3	1	4	8	6							
	A		5	4	5	7	5							
	P		0	2	1	0	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	5	4		14
4	6	2			8
5					0
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	6		1		8		1		16
4	5	5							10
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		7				9
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.

To assess the early literacy skills we use TCRWP running records, conference notes and Concepts of Print. We are using the Foundations program to provide foundational skills for reading and writing. The data from these assessments informs our groupings, highlights students who will need "double doses" of Foundations and helps us determine which students are selected for extended day. Additionally, these assessments may raise a red flag for students who need further study to provide needed supports and they are referred to our Child Study Team.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns of the NYSESLAT reveal that all of our ELLs show improvement in language skills. Listening and Speaking continue to be areas of strength for our students. They show significant improvement in the Speaking/Listening modality. In the fifth grade, ELL students score significantly higher on the Speaking/Listening portions of the NYSESLAT than on the Reading/Writing. This trend is also apparent in most grades.
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](#))

We use the results of the NYSESLAT and the AMAO to inform instruction. The data patterns of the NYSESLAT reveal that our ELLs Listening and Speaking continue to be areas of strength. They show significant improvement in the Speaking/Listening modality. Students progress from beginning levels to Advanced levels at an adequate rate. However, they stay in the Advanced level longer than expected. In order to address the needs of the students that fall into this group, the Advanced students will receive small group instruction in writing that supports the skills required of them on the NYSESLAT.

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?

The patterns across proficiencies show higher scores in Math over ELA and clearly higher for science. Third grade ELL scores on ELA were pretty evenly distributed among 1s, 2s, and 3s whereas in Math more scored 3 and above than 1s and 2s. Fourth grade was entirely 1s and 2s on ELA and Math, whereas in Science they primarily scored 3s. We currently don't have bilingual classrooms so we don't test in a native language and have no test results to compare. We do not participate in the ELL Periodic Assessments. Our Spanish speaking ELLs are grouped with Spanish speaking teachers when possible to provide translation and to support and scaffold academic progress. Additionally, access to word-to-word dictionaries and itranslate is made available for students who will benefit from this use of native language support. Patterns on content area state exams for our ELL students reveal stronger performance on mathematics exams as compared to the scores on the English language arts assessment. Patterns on content area state exams for our ELLs reveal stronger performances in Science than ELA or Math.

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](#).)

ELL data within the RTI framework can be seen in increased use of pictures and graphics and heightened vocabulary instruction. Our Spanish speaking ELLs are grouped with Spanish speaking teachers when possible to provide translation when it will serve academic progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are made aware of all test results including an ELL breakdown and provided with NYSESLAT and LAB-R results. Teachers are given Professional Development to increase their ESL methodology such as TPR, use of pictures and hands-on comprehensible input, lowering the affective filter, and shared reading and writing.
Students will continue to receive academic intervention services in mathematics in order to continue and improve on this trend. The instruction received during this time will support students with the development of content language as well as content skills. Students will continue to receive science instruction in their classrooms as well as by a science specialist.

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 do not have Dual Language.

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

We analyse the NYSESLAT and LAB-R results as well as ongoing informal assessments across the curriculum. We use the results of the NYSESLAT, the NYS ELA, Mathematics and Science assessments to evaluate the success of our program.

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 home language and eligibility for the LAB-R is determined at registration based on the Home Language Identification Survey. All students who enter the New York school system for the first time are screened using the Home Language Identification Survey in their native language. Our ESL teacher assists parents in filling out the HLIS and conducts interviews with the parents and students at registration when administering the HLIS. The LAB-R is administered by the ESL teacher to eligible students based on the analysis of the HLIS. All eligible students are given the LAB-R to determine ELL status. The Parent Coordinator supports the initial identification process.
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.
We hold Parent Orientation meetings to inform parents of the programs offered by the Department of Education: Transitional Bilingual Education, Dual Language and Free Standing ESL. Entitlement Letters, in the native language, are sent home to parents whose children are entitled to ESL/Bilingual services informing them of a Parent Orientation. The ESL teacher, bilingual coordinator, and Parent coordinator conduct the Parent Orientations for entitled students, which also take place throughout the year as new students are found to be entitled. Our bilingual coordinator and Parent coordinator translate for parents who speak only Spanish. Interpreters are provided to parents who speak languages other than English. At the parent orientation, parents view the Chancellor's DVD for ELLs in their native language, which describes the different program options available for ELLs. After the viewing of the video, there is a question and answer session for the parents to ask questions. We ask parents to select the program of their choice on the Parent Selection Survey. We hold informal Parent Orientations throughout the year for transfer students and new arrivals. Eligible students are tested with the LAB-R within 10 days of entry into the NYCDOE system. Parent information is sent home based on the results of this test.
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 [\[see tool kit\]](#).)
All parents of ELLs are required to fill out a Parent Survey and Program Selection form. If parents do not return their Parent Survey and Program Selection forms, the ESL teacher sends home another form and the parent coordinator contacts the family. If forms are not returned, the default program is Transitional Bilingual Education. Entitlement letters, Parent Surveys and Program Selection Forms are sent home in the native language and returned to the ESL teacher once signed by the parents. these are kept in the ESL Compliance Binder in the ESL teacher's room.
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.
The results of the LAB-R, the Parent Selection form and program availability determine placement. Informal interviews are conducted at registration as a way to inform parents of the services available to their children. The Parent Orientation meeting

further communicates to the parents these choices. Based on parent choice and program availability, students are placed in the appropriate program. For students who are continuing services, based on the NYSESLAT, parents receive the Continuation Letters informing them that their children are entitled to continued services in the current program placement. For students who scored proficient on the NYSESLAT, Non-Entitlement letters/Transition Letters are sent home informing parents of their non-entitlement in the ESL/TBE program based on the NYSESLAT. Non-Entitlement Letters are also sent home to parents of students who met the LAB-R cutscores informing them that their child was administered the assessment based on the HLIS and that they are not entitled as per assessment. Letters are kept on file with the ESL teacher. After analysis of Parent Choice we inform the parents of the programs available at the school in a letter. If parents select a program that is not offered at our school, we inform the parents that they have the option of a transfer.

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 teacher sets up a schedule to ensure that all sections of the NYSESLAT are administered each year. To determine who is eligible a RLAT and RLER report from ATS is used. New admits and newly administered LAB-R handscores are also referenced. Then groups are decided upon based on testing level: 1-4.

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. 

The trend in Parent Selection over the past few years shows that approximately half of the parents choose Transitional Bilingual Education while the other half chooses English as a Second Language. This year more parents have chosen the ESL program. The program models at our school are aligned with parent requests. This year we had 10 Kindergarten parents (Spanish speaking) choose ESL. We had 6 Kindergarten parents choose TBE. Of that 6, two were Arabic Speaking and 4 Spanish speaking.

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])?

ESL is delivered through a combination of push-in and pull-out. Students who scored Beginner or Intermediate are pulled out to address their content area needs. Within this grouping they are further grouped heterogenously to share their strengths. That is to say, in a group of 10 Intermediate second graders there are differences in academic strengths. The push-in model of ESL gives further support for all levels of of ELLs and utilizes the small group instructional model that we use at PS 277. The model begins with a mini lesson which is given primarily by the classroom teacher with support from the ESL teacher and then the class breaks into small groups which are in need of similar skills.

ELLs receive push-in support in the content areas in small groups from our math and literacy coaches. Our Spanish speaking ELLs are grouped with Spanish speaking teachers when possible to provide translation and to support and scaffold academic progress. Additionally, access to word-to-word dictionaries and itranslate is made available for students who will benefit from this use of native language support. Science is taught through a hands-on approach using visuals and TPR. Newcomers are paired with students who can help support them in the native language.

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 ELLS are primarily grouped together, grade by grade, and paired with a Spanish speaking teacher who can provide native language support. This greatly improves our ability to meet ESL instructional minutes and provides more opportunity for the push-in model. At this time we are not able to provide 360 minutes per week for Beginner and Intermediate students and 180 minutes per week for our Advanced students. We are n the process of hiring an additional teacher who will make it possible to meet these mandates.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are taught in English. In the classroom we use The Foundations Program from K-3 to support foundational skills in reading and writing. PS 277 uses Teachers College curriculum for the teaching of reading and writing and many of the units are aligned to the content areas. We have aligned the ELA units with the NYS Scope and Sequence for Social Studies and Science. Instructional approaches and methods to foster language development are embedded in the TC workshop model. The teacher makes a connection, models and then students have an opportunity to practice, then share again and practice independently. Additionally, all classrooms use interactive word walls to support language development as well as individual word walls for each student.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not use native language evaluations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL teacher as well as the classroom teachers use formal and informal ongoing assessments to ensure that ELLs are appropriately evaluated in all four modalities throughout the year. We use Running records, Confering notes, multi-step word problems and a Baseline Assessment. Additionally, one of our school foci is student led discussions where teachers can assess speaking and listening skills.
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).

Teachers are required to include differentiation in their lesson plans. Our instructional plan for our SIFE students which also happen to be in US schools less than three years, includes AIS, after-school and extended day programs tailored to their individual

academic needs. These programs are in English with native language support by native language speaking teachers. We also move students to other grades for content area support when needed. For ELLs receiving services for 4-6 or years or more we provide extra personnel to support small group instruction.

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?

We have purchased the Houghton Mifflin Social Studies textbooks which include primary source documents which provide more authentic artifacts and increases the comprehensible input for students. All service providers will receive PD training in leveled literacy intervention which supports students 2-3 years behind in literacy. Research has shown this Fountas and Pinell program of Levelled Literacy Intervention to be highly effective.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Ells with IEPs are given the same access to all programs offered in the school including, Supplemental Educational Services. Students participate in the Eastside House and Betances Community Center after-school programs. They also participate in our Extended Day programs. There are Smartboards and LCD televisions that support all types of learners. We have small group instruction within our school structure. Our Instructional Lead T who is certified in Special Education has small group instruction as well as our Math and Literacy coaches. each

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

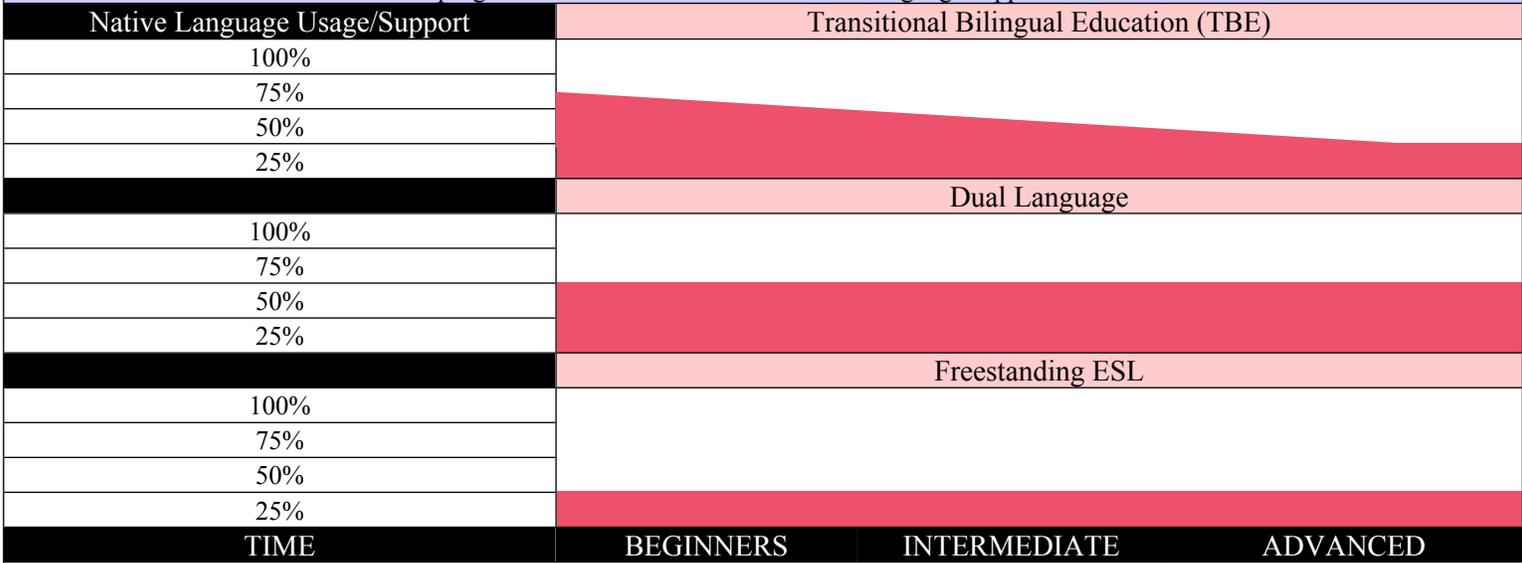
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- ELLs receive push-in support in the content areas in small groups from our math and literacy coaches. Students receive native language support through the use of word-to-word dictionaries, itranslate and content material in the native language. Science is taught through a hands-on approach using visuals and TPR. Newcomers are paired with students who can support them in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program strives to meet the needs of our ELLs in both content and language development. Content is supported with new Social Studies books across the grades which provide visuals and glosseries for scaffolding content and language development. The out of classroom teachers are required to align their lessons with the NYS Social Studies and Science Curriculum.
11. What new programs or improvements will be considered for the upcoming school year?
- Improvements for the upcoming school year are: increased use of Foundations and Metamorphosis programs, and Heineman Levelled Literacy Intervention. We will be incorporating JDL which is project-based learning using technology. We will be starting BELL Sports and Arts in School Foundations program in January.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan to discontinue any programs 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.
- Ells are given the same access to all programs offered in the school including Supplemental Educational Services. Students participate in the Betances Community Center after-school programs. We have an after-school program for Math and after-school small group instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Smartboards, laptops ipads, visual supports for all vocabulary, SS textbooks,
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We currently do not have TBE or Dual Language. Our ESL instruction provides native language support through use of dictionaries, itranslate, translation and materials in native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Foundations for K-3. Houghton Mifflin for Social Studies across the grades.
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.
- The majority of our students enroll on the first day of school. We do not have any programs Robotics, Arts and Crafts from PBIS, game night movie night, Sea teatro bilingualtheater.:
18. What language electives are offered to ELLs?
- None
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The calendar of PD dates includes:
 - Monthly PD for all common branch teachers by ESL specialists from Teacher’s College.
 - An after-school PD for teachers, support personnel and administrators given by the ESL teacher. This is an ESL book study which will run 10 Wednesdays, starting January 29th.
 - Common Branch teachers, support personnel and the ESL teachers participate in monthly PDs at Teachers College.
 - The ESL teacher participates in monthly ELL PDs given by the ELL compliance specialist for the region.
 - PD for K-3 teachers includes training in Foundations
 - Support staff, common branch teachers and the ESL teachers participate in training for Leveled Literacy Intervention, a new program which is being implemented this year. This training was in December for 4 days and will be followed up in the Spring.
 2. The TCRWP, Foundations and Leveled Literacy Intervention programs, for which we are providing PDs, are all aligned with CCSS. The Foundations program is strong in its support of “Conventions of Standard English”. The Leveled Literacy Intervention is strong in its support of “Vocabulary Acquisition and Use”.
 3. The Parent Coordinator, the Principal, the 2 Assistant Principals and guidance counselors work closely with students and classroom teachers to assist ELLs as they transition to Middle School. As a step toward Middle School and personal responsibility, our Fifth Grade has been departmentalized into ELA, Math and Social Studies. The students change classes. There are 2 adults in every room for additional support.
 4. The ESL specialists from the TCRWP provide training for the classroom teachers at our school every month, more than covering the Jose P. requirement. Additionally, teachers and support staff may participate in more ESL training at TC and/or our after-school ESL book study.

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?

Café Con Libros with the principal bilingual monthly informal PD to program explanations. Family Friday interactive, conferences, create artefacts, monthly newsletter,

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: PS 277

School DBN: 07X277

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lila Jorge	Principal		1/7/14
Adele Cammarata	Assistant Principal		1/7/14
J. Vega	Parent Coordinator		1/7/14
Nancy Shnider	ESL Teacher		1/7/14
Noemi Lizardi	Parent		1/7/14
J. Villacis	Teacher/Subject Area		1/7/14
	Teacher/Subject Area		
	Coach		
	Coach		
C. Almodovar	Guidance Counselor		1/7/14
	Network Leader		
Caihua Huang	Other <u>ELL Achievement</u> <u>Cch</u>		1/7/14
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X277 School Name: PS 277

Cluster: 2 Network: 204

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.

To assess our schools written translation and oral interpretation needs we study The Home Language Identification Survey (HLIS) of all new registrants to determine which new admits speak another language. Additionally, we use the data from the Language Aggregate Report (RHLA). The major findings of this report currently show that of 436 students 144 have a home language of Spanish, 6 Arabic, 7 Ndebele, 6 Sonike, and 1 student each for 5 other languages.

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

The major findings of the HLIS and the RHLA show that of 436 students 144 have a home language of Spanish. 24 students show up for 8 languages other than English. Based on these findings all written information is sent home in English and Spanish. Written Spanish translations are provided by School Aides and teachers who are bilingual. Written communication regarding ESL and Bilingual support are sent home in the 8 "other" languages upon request as per the HLIS. These translated communications are from the DOE website. The home language identification survey (HLIS) has a section which asks what language the parents would like information sent home in. This aids greatly in determining who may need written or oral translations as well as what languages are needed.

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.

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents will be translated into the requested language by either staff, parent/community volunteers, or by the NYCDOE Translation and Interpretation Service. Parent letters can be translated into any language that is needed. Oral interpretation is always provided for our Spanish speaking parents by School Aides and teachers who are bilingual. Important and time-sensitive information and letters are translated well in advance of scheduled parent meetings, and conferences to ensure that materials are available in the parents' native languages when needed.

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

Oral interpretation services are provided by the school staff, volunteers as well as the NYCDOE phone translation system. Language interpreters will be available to interpret for parents during activities including conferences with parents, assemblies, Curriculum Night, IEP meetings, etc. Depending on the language that is needed, we usually have an in-house translator available. If in the future we find that we do not have a translator available, we will contact the DOE Translation Services number. In September a Welcome Letter is sent home to all parents welcoming them and inviting them to Curriculum Night. This letter lets them know that translators will be available. This letter as well as verbal announcements also state that if translations in languages other than Spanish are needed we can make accommodations through the DOE Office of Translations.

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>.

Notification of parents' rights regarding translation and interpretation services is available in the main office. The parent coordinator has each of the necessary pamphlets with the information that is required of Section VII of Chancellor's Regulations A-663. Parents may also be made aware of these rights during our Parent Orientation, meetings with school staff, IEP meetings, etc. We understand and fully comply with the Chancellor's regulation that states that minor students may not provide translation services. We provide in-house training for our staff regarding language access.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>277</u>	DBN: <u>07x277</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <u>?????</u>
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u> # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Students in the 4th grade will develop a research project that is aligned to Social Studies Scope and Sequence: The New Nation. The students will have the opportunity to explore a larger essential question: What It Means to Be Free while investigating and exploring this topic through a multisensory and multimedia approach that includes: expository writing, nonfiction reading, listening and speaking. The curriculum will be aligned to the Common Core Reading Standards of Informational, Writing, Foundational Skills and Listening and Speaking. The students will present a culminating project. The culminating project will allow students to answer the essential question by formally presenting using Universal Design approach. The students that will participate in this afterschool program will be twenty 4th grade English Language Learners ranging from Beginners to Advanced as per the NYSESLAT. The program will run from December -February on Mondays and Friday from 2:55-4:30 pm. The classes will be taught in English by two certified ESL teachers. Additionally, there will be another group of fourteen 3rd- 4th graders that will receive literacy support around deconstructing mathematical word problems from 8:00-8:30 Monday through Thursday in Mid November through March. Materials needed 1 Computer, 3 Ipads, Achieve 3000, Field Trips, and supplies.

Part C: Professional Development

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

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

Begin description here: Some of the monies will be set aside to pay per diem subs to send teachers to ELL Professional Development Workshops offered by our of English Language Learners Specialist from the Network and by Office of ELL. We will send one teacher from each grade level to an ELL workshop and the teachers will turn key the information to their grade team. We will also have an Inquiry Group dedicated to teaching ELLS how to deconstruct mathematical word problems. This will be led by our Math Coach and will take place every Wednesday throughout the school year from 2:50-3:40. Finally, we will also do a book study on language acquisition with a book titled Classroom Instruction that Works with English Language Learners during teacher team meetings. Per-session will be paid classroom teachers of ELLs who participate and this will be led by either the Literacy Coach or one of our ESL Teacher. There will be 6 sessions beginning beginning in January running through March.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be invited to several mid-development workshops (one in January and another one in February) so that they can learn how to create a powerpoint presentation taught by their children as well as providing parents with support in understanding the content of their child's work. The culminating project will include an opportunity for the children to present to the community and their parents. The rationale is for parents to experience the learning process and integration of technology with their children. They will also have an opportunity to participate, ask questions and even present suggestions to the children. The parent workshops will take place mid January. The culminating presentation will be in February at 9:00 a.m. The parents will be invited via phone, paper invitation and at pickups. Finally, parents will be invited to a Math Night in December that is geared in supporting our second language population around math and Literacy Night in January.

Part E: Budget

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

Allocation Amount: \$??????

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

Part E: Budget

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

Allocation Amount: \$??????

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