



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS 333, THE MUSEUM SCHOOL
DBN (i.e. 01M001): 08X333
Principal: ARTHUR BROWN
Principal Email: ABROWN26@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: MARIA QUAIL

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
Arthur Brown	*Principal or Designee	
Quiara Escobar	*UFT Chapter Leader or Designee	
Philip Janvier	*PA/PTA President or Designated Co-President	
Karla Contreras	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	
Lisa Edwards-Dieng	Member/ Teacher	
Tanya Reid	Member/ Teacher	
Iris Delgado	Member/ Parent	
Lina Mendez	Member/ Parent	
Alfreda Mendez	Member/ Parent	
Ebony Cottman	Member/ Title I Parent Representative	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 08X333

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	432	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.8%	% Attendance Rate			90.1%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	26.4%	% Students with Disabilities			17.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	2.0%	% Black or African American			25.1%
% Hispanic or Latino	71.0%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	1.5%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	3.13	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	5.1%	% Teaching Out of Certification			3.0%
% Teaching with Fewer Than 3 Years of Experience	12.8%	Average Teacher Absences			8.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.3%	Mathematics Performance at levels 3 & 4			5.3%
Science Performance at levels 3 & 4 (4th Grade)	84.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
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.			
<ul style="list-style-type: none"> • The plan of action supported leadership teams with maintaining a focus on the systems and structures in place to ensure improved student achievement; clear timeframes for meeting the school's goals assisted the school community in monitoring the success of the goal related activities • The SCEP outlined observation cycle timeframes for school leaders to follow • The SCEP informed parents of activities the school would implement to meet its goals • Served as a framework for increasing the level of transparency for all stakeholders as it relates to how leadership teams work together to achieve goals • The document accurately described most activities that had been accomplished or were in progress 			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • The SCEP was not available in multiple languages for parents • The research based references were not as transparent or readily applicable to the school community • The 2010 QR based recommendations did not always apply to the current needs of the school; 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Limited resources to sufficiently support educational goals including time during the school year to fully carry out each of the outlined goals, and funding availability at the most appropriate time			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The majority of SCEP strategies and activities were implemented throughout the 2012 – 2013 school year.			
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.			
All of the related activities were not all fully carried out in a timely fashion to ensure that the goals would be actualized			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <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.			
Funding and limited organizational capacity			
List the 13-14 student academic achievement targets for the identified sub-groups.			
To improve student achievement in ELA/Mathematics for Students with Disabilities and English Language Learners as measured by an average 15% growth annual rate on ELA/Math state test scores and end of year benchmarks To improve student achievement in ELA/Mathematics for English Language Learners as measured by a 15% growth rate on the NYSESLAT test			
Describe how the school leader(s) will communicate with school staff and the community.			
Family Newsletters The Big Word – Translation/Interpretation Services Phone Messaging service Ongoing Fliers Student Monthly Calendars Parent Monthly Calendars Weekly bulletin			
Describe your theory of action at the core of your school's SCEP.			
If research based theories and systems for monitoring students' progress are formalized and transparently maintained by a committed groups of stakeholders, then the school will achieve its goals			
Describe the strategy for executing your theory of action in your school's SCEP.			
Faculty Conferences Grade Conferences Learning Walk Classroom Observations			

Walk-throughs

Ongoing Professional Development

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

Critical Care is a focus for Students in Temporary Housing, English Language Learners and Students with Disabilities. Social Emotional Components within the ELA Curriculum program; Homework help for newcomer English Language Learners, ESL Classes for parents, student extracurricular activities such as clubs, character development and student exhibition events

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

Needs Assessment Surveys administered to teachers

School Leadership Team closely monitoring school goals throughout the school year, creating interventions accordingly

Instructional/Administrative Cabinet Meetings

Weekly inquiry team meetings

Monthly data analysis and review with data specialists, and teachers

Ongoing Student Assessments

Teacher Support Logs

Title I Parent Committee

Curriculum Team's review of student data

Grade/Vertical Common Planning Meetings

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).

Deepen the involvement of the entire school community in understanding the school’s goals and participating in the decision making involved in school improvement.

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	E
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

Through a clear and focused vision, by June 2014, the school leaders will implement a plan of action to ensure the school community’s understanding of the school’s goals and participation in the decision making of the school improvement process. Consequently, the school will meet or exceed the citywide 2013-14 Learning Environment Survey average satisfaction rate scores in the Academic Expectations category.

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

All the leadership must be organized around a common task and shared common values. Creating this unity is the principal’s core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve, there will be positive outcomes.

Professional Learning Communities (PLC’s) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

1. Principal goal setting and a data based plan of action using all forms of data that aligns with school needs including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
2. Identification and development of staff for shared leadership roles (ongoing)
3. PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice
 - Teacher-teams looking at student work using the “Inquiry Process”
 - K – 2: Teachers are grouped in vertical teams and review/analyze student data (performance tasks, running records, Fountas & Pinnell Assessment data, monthly math assessments, end-of-unit writing publishings)
 - 3 – 5: Teachers are grouped in grade specific & vertical teams and review/analyze student data (performance tasks, running records, Fountas & Pinnell Assessment data, monthly math assessments, end-of-unit writing publishings, Acuity Assessment data, Benchmark Assessment data, ELA & Math Simulation data)
 - Development of Teacher’s College/Expeditionary Learning and Envision Math Curriculum Maps which include multiple entry points

-Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
 -Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.

- Generation Ready Consultants (2 staff developers 1 for grades K-2, and 1 for grades 3-5).
- Network Support
- Technology planning which includes the purchase of Laptops for students, especially subgroups

4. Transparency; sharing information, problem solving, celebrations that include all stakeholders
5. Principal and Asst. Principal and Extended Cabinet Meetings
6. Monthly Grade Newsletters for staff members and parents, monthly student & parent calendars, distribution and displays of data
7. Staff Handbook, Non-Negotiables, Dates to Remember, Weekly Bulletin
8. Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, Parent Association Meetings, Student Voices (3 – 5) & Peace Keepers (K – 2), community meetings with school leadership
1. 9. Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility.

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

1. Principal, Asst. Principals, the School Leadership Team (SLT), consultants, the data specialist
2. School Administration
3. School Administration
4. School Administration
5. Network support personnel (e.g. Leadership)
6. School Administration and Grade leaders
7. School Administration
8. Principal
9. School Dean and Administration

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

1. Mid-year assessments, TC & Math benchmarks and utilization of end year evaluative tools; In January and March 2014, progress toward the school's plan of action will be reviewed by the SLT and instructional cabinet members
2. Ongoing (September 2013-June 2014)
3. By January 2014, the following assessments will assist in monitoring our progress: Instructional walk throughs based on the most recent data and implemented curriculum maps will be performed by school administrators and grade liaisons as well as Network members, review of our mid-year Compliance Review, in-house

surveys, and review of teacher observations, balanced budget, and inventory review. By June 2014, we will use the following assessment tools to measure academic progress and plan next goals: use of principal evaluation tools, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

4. Ongoing (September 2013-June 2014)
5. Quarterly
6. Quarterly
7. Quarterly
8. Monthly
9. Quarterly

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

- By June 2014 we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools, quarterly Compliance Reports, the in house Learning Environment Survey data (administered twice annually in December 2013 and April 2014, feedback from the Network team and Superintendent . August, January, June timeframes will serve as benchmarks for measuring progress toward this goal. Generation Ready Consultants will support staff in developing methodologies to improve student achievement in ELA (2 staff developers K-2: 20 days, 3-5: 5 days).
- Weekly meetings
- Monthly School Leadership Meetings (SLT)
- Monthly and ongoing communications for staff and parents

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

- Teacher/Supervisor per session for extended day learning programs, purchased Services
- Supplies/Materials to support instruction
- Sub coverage for professional development/instructional planning

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #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).

Further develop engaging tasks for all students, including students with disabilities and English Language Learners that allow children to generate higher order thinking and improve student achievement.

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	E
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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
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, 100% of classroom teachers, with the support of curriculum teams and professional development, will implement engaging, rigorous, coherent curricula that will result in increased opportunities for students to generate higher order thinking and improve academic achievement. Consequently, we expect to see 100% of teachers engaging students more frequently in cognitively demanding lessons and learning tasks resulting in 80% of teachers rated effective in component 1e designing coherent instruction and 3c engaging students in learning on the Danielson Framework.

Instructional Strategies/Activities

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

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

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

1. Implementation of the New York City DOE Instructional Expectations and Shifts
2. Development of units of study and curriculum maps which include multiple entry points
3. A systemic approach of refining units of study
4. Embedded formative and summative common assessments
5. Use of DOK in the planning of lessons & curriculum
6. Collaboration of the Enrichment Team Members (art, science, Literacy, and library) and classroom teachers to help develop engaging tasks and instruction
7. Implementation of the Expeditionary Learning and Envision Math Program which promotes the use of technology and manipulatives within everyday instruction
8. The use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

9. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.
10. Teacher Teams will further develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

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

1. school leadership staff, instructional lead teachers, coaches, data specialists, and grade liaisons.
2. school leadership staff , data specialists, and grade liaisons.
3. school leadership staff, data specialists, and grade liaisons.
4. school leadership staff, data specialists, and grade liaisons.
5. school leadership staff, data specialists, and grade liaisons.
6. school leadership staff, data specialists, and grade liaisons.
7. school leadership staff, data specialists, and grade liaisons. Network team and external consultants from Generation Ready.
8. school leadership staff and data specialist
9. school leadership staff, data specialists, and grade liaisons.
10. school leadership staff, data specialists, and grade liaisons.

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

1. Completion of lesson plans and units of study using CCLS and support Instructional Shifts
2. Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework)
3. Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework)
4. Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework)
5. Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework)
6. Completion of lesson plans and units of study using CCLS and support Instructional Shifts
7. Completion of lesson plans and units of study using CCLS and support Instructional Shifts]

- 8. Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework); Periodic walkthroughs
- 9. Completion of lesson plans and units of study using CCLS and support Instructional Shifts
- 10. Completion of cycles of mini observations that reflect implementation of this work (Danielson Framework)

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

- 1. By the end of January, 2014 our Network will complete a full day instructional walk with the school leaders; Beginning August 2013 through June 2014, 3 hours of monthly Professional Development, based on the Teacher Evaluation System
- 1-7, 9. By the end of January 2014, 1 formal observation per probationary teacher and by June 2014 a minimum of 2 formal observations
- 1-7, 9. By June 2014, a minimum of 1 formal observation per teacher will be conducted, (based on observation choice selected in advance)
- 8. Quarterly
- 10. Ongoing, September 2013-June 2014

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

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- 1-3, 5, 7-10. Teacher/Para/School Aide per session/training rate (as applicable) for extended day learning and Saturday programs and curriculum and staff development activities.
- 4. Per session for the data specialist to compile data and present it to staff periodically
- 6. NYSTL/School Library allocation/Software
- 2-4, 7. Supplies/Materials to support instruction

Budget and Resource Alignment

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

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

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

PF AIS	X	PF CTE	X	PF College & Career Readiness	X	PF Common Core
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	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			X	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).							
Further develop engaging tasks for all students, including students with disabilities and English language learners that allow children to generate higher order thinking and improve student achievement.							
Review Type:	QR	Year:	2013	Page Number:	6	HEDI Rating:	E

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 2014, the school community will fully implement a research based framework for teacher effectiveness, with a focus on specific domain components. Through a cycle of frequent observations, feedback, and targeted professional development, 65% of teachers will receive an average effective rating in the discussion/questioning component of the Danielson Framework.							

Instructional Strategies/Activities

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

<p>In support of the work of teachers, our strategies and activities with timelines will include:</p> <ol style="list-style-type: none"> 1. PLCs around the framework which includes norming, professional reading/resources both internal and external, etc. 2. A tiered professional development plan that provides for whole school and individual teacher support <ul style="list-style-type: none"> • One-to-one Conversations with all classroom teachers to develop Professional Goals • Cycles of Danielson Informal Observations/Visits per teacher 3. Ongoing Data Dialogues 4. Monthly Professional Development Workshops and Lunch & Learns for classroom teachers. 5. Cycles of Data Binder Reviews and Discussions 6. Preparing teaching based on CCLS’s and Citywide Instructional Expectations (ongoing); 7. Formal and informal observations using a feedback and tracking progress <ul style="list-style-type: none"> • 8. Identification of grade liaisons, coaches and opportunities for their support; Generation Ready Consultants (2 staff developers 1 for grades K-2, and 1 for grades 3-5). 							
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B. Key personnel and other resources used to implement each strategy/activity

<ol style="list-style-type: none"> 1. School leadership 2. Network support and external consultants 							
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3. School leadership
4. School Leadership
5. Data Specialist, School Administration
6. School Administration, Grade leaders
7. School Administration, Grade leaders
8. School Administration

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

1,2, 4, & 7. By January, 2014 the school will complete 2 full day instructional walks with the school leaders; By June 2014, the school will complete 2 additional instructional walks with school leaders and the network team members

3, 5, & 6. By January 2014 1 formal observation per probationary teacher and by June 2014 a minimum of 2 formal observations

8.N/A

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

1. Ongoing, September 2013 -June 2014
2. January (analysis of mid-year student periodic assessment data)-June 2014, July 2014 through September 2014: Analysis of state assessment data
3. (September through June, 4 to 6 week cycles)
4. Ongoing, September 2013-June 2014
5. Quarterly
6. September 2013-June 2014
7. September 2013-June 2014
8. N/A

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

1. Teacher per session for professional development, and data specialist
2. Supplies/Materials to support instruction
3. Sub coverage, as needed
4. Sub coverage, as needed
5. N/A
6. Teacher/supervisor per session & general supplies
7. N/A
8. N/A

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Deepen the involvement of the entire school community in understanding the school’s goals and participating in the decision making involved in school improvement.

Review Type:	QR	Year:	2013	Page Number:	6	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, the school will develop and maintain systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance as evidenced by the successful implementation of an enhanced school wide behavioral management system. Consequently, there will be a 25% annual reduction in student incident reports as compared to the previous school year.

Instructional Strategies/Activities

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

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

Our approach to culture building and social-emotional support is informed by a theory of action. **Positive Behavioral Interventions and Supports (PBIS)** (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
3. Effective use of school social worker and the Astor Family Services to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence and lateness
4. The dean will provide training for all staff in classroom management and behavioral interventions
5. Opportunities for student voice and student choice
6. Transitional supports (elementary to middle school and college and career readiness)
7. Trips to colleges and universities for students, Career day events
8. Student activities/community involvement/afterschool opportunities (e.g. Boy Scout Programs)
9. Attendance plan and weekly attendance meetings

10. Crisis intervention plan

-Establishment of student personal goals and future plans

Monthly Parent Workshops:

- ELA & Math Common Core Workshop Series with the Assistant Principal, Parent Coordinator
- Monthly Round Table Meetings with the Assistant Principal, the Parent Coordinator,
- Fire Safety & Health Related Parent Training and Workshops

11. Student recognition events and celebrations:

1. Honor's Assemblies
2. Perfect Attendance Assemblies
3. Monthly Character Development Assemblies
4. Curriculum Developed School Plays & Performances
5. Museum Night
6. Young Author's Night
7. Science Fair
8. Art Exhibitions

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

1. School leadership, data specialist.
2. School leadership, data specialist
- 3, 9. Attendance team
 4. School dean, external consultants, network team
 5. Student voices committee, school dean
 6. School Administration, school dean
 7. School dean, school Administration
 8. School dean, school Administration
10. Astor Family Services, school dean, Child Study Team
11. School Dean, school administration

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

1. Increase in student attendance (daily monitoring, monthly, mid-year, final attendance rate)
2. Decrease in student lateness as measured by 2012-13 monthly YTD attendance data
3. Reduction in classroom management issues as measured by monthly incident report percentages YTD comparisons
4. Reduction in student suspensions as measured by monthly YTD comparisons
5. Increase in activities and afterschool participation as measured by monthly YTD comparisons
6. Increase in academic achievement as measured by quarterly YTD comparisons
7. Increase in student college readiness activities as measured by YTD comparisons
8. Increase in activities and afterschool participation as measured by monthly YTD comparisons
9. Increase in YTD attendance
10. Reduction in student suspensions as measured by monthly YTD comparisons
11. Increase in YTD attendance comparisons

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

1. September 2013-June 2014

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

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

1. Teacher/Para/School Aide per session for extended day learning and Saturday programs
2. Teacher per session for professional development, and data specialist
3. N/A
4. Per session as needed for training after school; training rate for staff, as needed; sub coverage
5. N/A
6. N/A
7. OTPS, Supplies for related events
8. N/A
9. N/A
10. N/A
11. OTPS, Supplies for related events

Budget and Resource Alignment

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

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

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

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

Deepen the involvement of the entire school community in understanding the school's goals and participating in the decision making involved in school improvement.

Review Type:	QR	Year:	2013	Page Number:	6	HEDI Rating:	E
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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, home/school partnerships will be strengthened/fostered with targeted communication and multiple opportunities for involvement in each child's education as evidenced by a 20% increase in participation and improved parent satisfaction rates on the 2014 NYC DOE Learning Environment Survey.

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

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a family outreach plan
- 1. Progress Reports, Monthly Calendars, Newsletters, Phone Calls, School Website
 - Parent Orientation/Father-Daughter Dance/Mother-Son Dance/Open House for Parents/Museum Night
 - Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
 - Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations)
- 2. Monthly Parent Workshops:
 - a. Learning Leaders Program
 - b. Getting Ready for Middle School Orientation
 - c. Kindergarten Parent Orientation
 - d. Computer Center; Welcoming resource room for Parents
 - e. ELA & Math Common Core Workshop Series with the Administration, Parent Coordinator, and the Family Worker,
 - f. Envision Math Workshops
 - g. Monthly Round Table Meetings with the Assistant Principal, the Parent Coordinator, the Dean and Classroom Teachers
 - h. NYC Parent Academy

i. Fire Safety & Health Related Parent Training and Workshops

3. Student recognition events :

- a. Honor’s Assemblies
- b. Perfect Attendance Assemblies
- c. Monthly Character Development Assemblies
- d. Curriculum Developed School Plays & Performances
- e. Museum Night
- f. Young Author’s Night
- g. Science Fair
- h. Publishing Celebrations
- i. Art Gallery Exhibitions

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

- 1. school leadership, parent coordinator, secretary, data specialist, Family Worker
- 2. School leadership, Parent Coordinator, social worker, school dean, community supports and our network support
- 3. School leadership, Parent Coordinator, social worker, school dean, community based organizations.

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

- 6. Sign in sheets at all parent events will be reviewed and compared to last school year’s attendance
- 7. Parent participation rates in meetings
- 8. Parent Learning Environment Survey results as compared to the 2012-13 Learning Environment Survey

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

- 1. September 2013-June 2014
- 2. In January 2014, the SLT will review the targets and make adjustments to the action plan, as necessary
- 3. September 2013-June 2014

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

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- 1. N/A
- 2. Supplies, Non-contractual services
- 3. Supplies allocation

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Level-Literacy Intervention by Fountas & Pinnell Foundations, Wilson, Imagine Learning, Shared Reading	Small Group, One-to-One, After School Small Group Sessions and Extended Day Sessions	Before School, During School, Extended Day & After School
	"Being a Writer"	Whole Class Instruction, Small Group and One-to-One Conferencing	
Mathematics	Math Diagnosis and Intervention System, Focus Math	Small Group, One-to-One, After School Small Group Sessions and Extended Day Sessions	During School, Extended Day & After School
Science	"Measuring Up" Science Materials & Workbooks	Small Group, One-to-One, After School Small Group Sessions & Extended Day Sessions	During School, Extended Day & After School
Social Studies	Social Studies through Literacy sessions	Tutoring, small group instruction	Extended day, during the school day (daily), after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anger Management, Sharing Skills, Developing Positive Social Emotional Skills through Cooperative Play & Positive Reinforcement	Small Group and One-to-One Sessions	During School Hours

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

4. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.

In order to recruit teachers, we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

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).

We capitalize on the professional development days (September, November, and June full days) offered by the New York Department of Education to engage all staff members in professional learning activities based on current data including assessment results, needs assessment surveys, walkthroughs, and class observations. Additionally, we request substitutes to provide coverage for professional development sessions offered by Expeditionary Learning and Generation Ready consultations who train staff on planning and executing lessons guided by the CCLS.

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

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

The funds are used to provide resources to our students in great need such as supplies; additionally the funding streams have also been allocated to offer Enrichment classes, Pre-K, ICT services, counseling for mandated and at-risk students, and to fund the Parent Coordinator's position.

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.).

A Common Core aligned program is being implemented to support the transition of students from Pre-k to Kindergarten. The Pre-k staff members regularly participate with Kindergarten grade teams in common planning, data analysis, and professional development opportunities. Parents of Pre-k students are also invited to participate in professional development meetings and roundtable meeting with the Administration regarding the Common Core Learning Standards. The pre-k teacher regularly articulates with the Administration regarding intervention services that might be needed for particular students. Additionally, the staff and families from community based preschool daycare centers are invited to visit Kindergarten classes in the Spring.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet weekly with the Administration during common planning periods to review the assessment data and make recommendations to the Administration based on the most recent results. Additionally, they complete informal needs assessment surveys on a quarterly basis in which they indicate the professional development opportunities they need to further understand how to analyze data. During weekly inquiry meetings with the Administration, they also communicate the questions or concerns regarding assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 333
School Name P.S.333 The Museum School		

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 Arthur Brown	Assistant Principal Umpierre and Garcia
Coach type here	Coach type here
ESL Teacher Ucar and Pacheco	Guidance Counselor type here
Teacher/Subject Area Mrs. Benero AIS	Parent
Teacher/Subject Area	Parent Coordinator Luz Gerena
Related Service Provider Mrs. Casal	Other Ms. Reid Dean
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	426	Total number of ELLs	110	ELLs as share of total student population (%)	24.88%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	1	0	1	0								3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	4	2	2	3	3	2								16
Push-In				1	1	1								3
Total	4	3	3	4	5	3	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	102	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	34	0		2	0		0	0		36
Dual Language	0			0	0	0	0	0		0
ESL	68	0	18	6	0	3	0	0	1	74
Total	102	0	18	8	0	3	0	0	1	110

Number of ELLs who have an alternate placement paraprofessional: 2

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
Spanish		17	12		15									44
Spanish														0
Spanish														0
TOTAL	0	17	12	0	15	0	44							

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	12	4	4	22	9	6								57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2	1	1	1									5
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	1	1										3
TOTAL	12	7	6	24	10	7	0	0	0	0	0	0	0	66

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)	9	4	3	9	8	4								37

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)	8	6	4	1	8	8								35
Advanced (A)	3	7	12	7	7	2								38
Total	20	17	19	17	23	14	0	0	0	0	0	0	0	110

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

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3	22				22	
4	6	3	1		10	
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	11	5	5				1		22
4	7		3				1		11
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			1	1	5		3		10
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)	2	2	2	5				
Chinese Reading Test								

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

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

At P.S.333, we use Fountas and Pinnell early literacy assessments such as letter/sound recognition in English to assess ELLs. Students whose native language is Spanish are also given Fountas and Pinnell early literacy assessments in Spanish. The English LAB-R and the Spanish Lab-r are also administered for students who are eligible for LAB-R testing. It also helps us get a picture of an ELL's early literacy skills. ELLs also have 3 writing benchmarks tasks per year. Teachers also utilize, Teacher's College Reading and Writing Project letter and sound recognition, sight words assessments at lower grades. The assessments show us that our ELLs need phonics instruction that highlights letter sound relations, word families, initial blends, and rhymes. We incorporate chants, songs, rhymes in our everyday instruction. We use the data to plan the instruction, and to identify students who need extra support and intervention. Teachers also use the data to inform their grouping of the ELLs. The data also helps the teachers to design their extended day instruction.

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

According to LAB-R testing in kindergarten, we have 8 ELLs who are at beginner level, 5 at advanced level. In 1st grade we have 2 beginners, 1 advanced. In 2nd grade we have 1 advanced and 1 beginner. In third grade we have 4 students at beginner level. In fourth grade we have 5 beginner ELLs. In fifth grade 2 beginner ELLs.

When we look at NYSESLAT proficiency levels we see that in kindergarten we have 5 intermediate and 1 beginner ELLs. In first grade we have 7 advanced, 9 intermediate and 2 beginner ELLs. In second grade we have 11 advanced, 5 Intermediate, and 1 beginner ELLs. In third grade, we have 10 advanced, 2 intermediate and 2 beginner ELLS. In fourth grade, we have 16 advanced level ELLs, 12 intermediate and 3 beginner ELLs. In fifth grade we have 2 advanced and 5 intermediate ELLs. The data revealed that 61 of the ELLs in our school who took the NYSESLAT moved one proficiency level or met AMAO 1. 18 of our ELLs who took the NYSESLAT remained on the same proficiency level.

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 have noticed that our ELLs perform higher on Listening and Speaking components of the NYSESLAT. However, they perform lower in reading and writing. Therefore, reading and writing skills are our instructional focus at P.S. 333. One of our school goals is to improve writing skills. Teachers are currently utilizing scaffolding strategies, they model reading through shared readings, close reading, and model writing skills in order to help students become better writers. In the upper grades (3-5) Expeditionary Learning program is being implemented. In lower grades (K-2), we are utilizing Teacher's College Reading and Writing Project units and minilessons in order to help students with their reading and writing skills.

4. For each program, answer the following:

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

A. In the ESL Program: ELLs in lower grades (K-1) perform better in tests taken in English as compared to the tests taken in Spanish. Students in upper grades (2-5) do better in Spanish Lab-r than English Lab-r. ELLs Transitional Bilingual Program: ELLs take Fountas and Pinnell Spanish running records and the ELE test in their native language (Spanish). K-2 Bilingual ELLs also use Esterellitas program and its assessments. B. This school year the school will be utilizing the ELL periodic assessment through Pearson. The assessments will be utilized to identify specific language needs our ELLs need and to form grouping and instruction. C. The native language assessments that are used in our school is the ELE and F and P. We also provide the baselines for our ELL students in Spanish. These assessment are utilized to determine needs and differentiate instruction for our ELLs.

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](#).)

At P.S. 333, we use the NY state ELA and Math test results, periodic assessments, NYSESLAT scores, running records: Fountas and Pinnell, student IEPs, performance tasks, benchmarks, unit exams in order to track ELLs' progress. We offer RTI at three levels. TIER 1, TIER 2. TIER 3. We have two ongoing RTI teams at our school: Child study team and Student Implementation team. At TIER 1, Before students are referred to the intervention teams, teachers collect data and anecdotes about the progress of the child.

Teachers provide the necessary intervention in the classroom. If progress is below grade expectations, they then refer the child to the intervention teams along with all the data and anecdotes. The classroom teacher, the ESL teachers and other support staff work together to identify the needs and the services required to help the ELLs during meetings. The child study team focuses on ELLs in general education. For our ELL students in Special Education classrooms we have our SIT or, Student Implementation team. At TIER 2, ESL, AIS, school psychologist and SETTS teacher pulls out the students who need TIER 2 services and provide small group instruction in guided reading, writing and math in grades 3-5. At Tier 3, AIS, ESL teachers, Pre K teacher and the SETTS teacher work one on one with the students who need more intensive intervention. Continuous progress monitoring is done on a 6 week interval to track student progress. At TIER 3, we provide intervention services as needed. The school also gets volunteer college students and parents to come and assist.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At P.S. 333 we offer workshops in which the school staff get a chance to improve their understanding of second language development. In these training sessions, we get an opportunity to explore the stages of second language acquisition, characteristics of learners at different stages of language proficiency. We explore questioning techniques, Webb's Depth of Knowledge Levels appropriate for each language proficiency. We share the best practices for a more effective second language instruction such as the SIOP model. School staff is also encouraged to refer to the expectations from ELLs at different Proficiency levels developed by Gottlieb, 2006 and Capellini, 2005. Teachers are provided lesson plan templates, model lessons in which second language development is taken into consideration. Programs with ELL considerations are purchased for literacy skills, Math and content areas such as Expeditionary Learning, EnVisoN math, and FOSS for science. ELLs receive their mandated hours for ESL and native language. We believe supporting ELLs in their native language yields positive outcomes in second language development. We also provide our ELLs resources that are in their native language such as Spanish leveled libraries, Spanish trade books and Arabic dictionaries. We also provide Math and Social Studies textbooks in Spanish. Curriculum maps are developed with consideration for ELL academic social language needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school evaluates the success of the ELL program by reviewing the AMAO set by the state for NYSESLAT. The school also discusses its current ELL programs and makes adjustments to programs during our instructional cabinet meetings. The cabinet looks at the result of periodic assessments and interim/simulation tests to see the success of the programs for ELLs. For example, this year we will continue to utilize the Estrellita Spanish program based on last year's data which showed a great improvement in Spanish reading. We will also continue to utilize the Fountas and Pinnell Spanish system to evaluate reading and writing skills. We also continue to utilize the Imagine Learning software program as we have seen through periodic progress reports that our ELLs have made gains. We use the Getting Ready for the NYSESLAT program since more than 60% of our ELLs made progress in the NYSESLAT levels.

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](#).)
At P.S. 333x we have set structures in place to make sure parents understand the Home Language Identification Survey (HLIS) and the program choices. The parents are involved in completing the HLIS to determine the child's eligibility for bilingual, Dual

Language, and ESL placement. The HLIS is also available in any language translation. An informal oral interview in both English and/or Spanish takes place with the Bilingual Coordinator and ESL teachers, Nancy Pacheco and Gulay Ucar. The ESL staff, as well as, the DOE translation department is on hand to assist the parents in the interpretation and completion of the survey in Spanish or any other language, to ensure they understand their choices for placement. After reviewing the HLIS for each student, we determine who is eligible for LAB-R testing. When students are identified as being eligible for LAB-R testing the following steps are taken within ten (10) days: The ESL teacher and the Coordinator administer the LAB-R. For students who did not pass the LAB-R and are Spanish speaking students the Spanish LAB is also administered. When the students have been identified as ELLs the Bilingual Coordinator then holds parent orientations with the parents to discuss the 3 ELL programs the school offers. After the parents have chosen the desired ELL program during the parent orientation students are placed in the program. Parents who requested a Bilingual or Dual Language program will be sent to the website [ELL ProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). Records of those students requesting these programs will be kept in the main office. If there are 15 or more students with the same home language, and in the same or two consecutive grades, then the school will open a Bilingual program. Within 10 days the ELL coordinator will complete the ELPC on ATS to track ELL placement. When we have a new student being admitted to the school, this process is continuously done.

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.

The Bilingual Coordinator in collaboration with the Parent Coordinator, administrators and teachers conduct Parent Orientation sessions throughout the school year where parents are informed of the ELL program choices for their child. Parents of students who are entitled based on LAB-R and NYSESLAT results will be given an Entitlement or Continued Entitlement Letter. At these sessions, parents are once again informed about their choices and are given a Parent Survey an Entitlement letter-in their Native language. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the parent orientation sessions a DVD is viewed by parents which further explains and demonstrates program choices. If needed a translated version is provided. P.S. 333 also informs the parents of the curriculum, academic expectation, assessments, specifically the NYSESLAT assessment and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a question/answer session, parents are given the Parent Survey and Program Selection form. The parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised of their rights which is to go to the district office to learn about the nearest school offering their program choice. After each parent orientation, the Bilingual Coordinator will also monitor parent choices and keep the school principal abreast of parent choices. During these sessions, we ensure all parents' have an opportunity to talk to the ESL/ Bilingual coordinator to have a complete understanding of the programs available for their children. For those parents who did not attend the parent orientation, the default program in which their child will be placed is the Transitional Bilingual English program.

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 [\[see tool kit\]](#).)

At the beginning of every school year, the RLAT report is generated through ATS and entitlement letters are generated in English and the parents' native language for those students who are entitled to receive ESL services. A copy of the letter is placed in our ELL binder for every ELL.. We strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. We make calls home with the assistance of the Parent coordinator and the classroom teacher. This helps us ensure appropriate program placement within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions on Parent/Teacher School days/nights and on an individual need basis. The instructional programs for our ELLs, offered at PS 333 are a direct result of the parents' request, based on the completed parent survey and selection forms. The trend for parent choice of program for the past 2 years has been the Bilingual or ESL program. This year 27 new comers to our school. Out of those 27 students the parents who submitted a parent choice survey is as follows: 20 of those parents have chosen ESL, and 7 have chosen Bilingual Education. 1 Parent did not complete the survey, and students were placed in a Bilingual classroom.

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.
During Parent Orientation meetings, parents are given a choice of programs that are offered in P.S. 333. Parents watch the video on program options in their native language. During a Q&A session meeting, their questions are answered. We utilize the translation services and Spanish speaking staff such as the Bilingual Coordinator and Parent Coordinator for a strong channel of communication. When we are consulting with the parents we take child's performance on LAB-R, and parental choice into consideration and guide them through their selection of programs.
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.
Annually the coordinator prints out from ATS the RLER report to identify the ELL students who are eligible to take the NYSESLAT assessment. The Coordinator also utilizes the Department of Education ELL administrative calendar along with the Questar Assessment kit to ensure that all four components of the NYSESLAT are administered at the appropriate time. A team of teachers is formed to administer the speaking test. We hold a meeting on how to administer each component of the test. This team also attends the district workshop on NYSESLAT administration and scoring. At the beginning of April the speaking component of the NYSESLAT assessment is administered. The other 3 components are also administered throughout the month of April and submitted to Questar. During the month of May the written component is hand scored by the team and score grids are then submitted to the Department of Education. Every September the parents are informed of the final NYSESLAT report and their children's language proficiency level. The school community utilizes the data to form groups, placement and set goals. The school community also utilizes the NYSESLAT results to see if the school met the annual AMAO.
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. 
Transitional Bilingual and ESL programs have been the instructional programs that parents of ELL in P.S. 33 have been choosing. Over the years, the percentage of ELL population at P.S. 333 has been 60% ESL and 40% Bilingual. We have 48 students in bilingual and 58 students in ESL programs. After the parents have chosen the desired ELL program during the parent orientation students are placed in the program. If the program the parents requested is not offered like a Bilingual or Dual Language program they will be sent to the website ELLProgramTransfers@schools.nyc.gov. Records of those students requesting these programs will be kept in the main office. If there are 15 or more students with the same home language, and in the same or two consecutive grades, then the school will open a Bilingual program. Within 10 days the ELL coordinator will also complete the ELPC on ATS to track ELL placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. At P.S. 333, we have bilingual and ESL push in and pull out programs. ELLs in bilingual classes receive ESL services from their bilingual certified classroom teacher. ESL teacher utilizes both pull out and push in models depending on the number of students and their proficiency levels.
- b. We group students who receive ESL services by their language proficiency levels and then by their grade. Students who are recent arrivals from other counties with emergent levels of proficiency form another group.
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)?

In the freestanding ESL Program : ELLs at beginner levels receive 360 minutes per week . Students who are at the intermediate level receive 360 minutes per week. Advanced ELLs receive 180 minutes of ESL per week.

Transitional Bilingual programs: ELLs at beginner levels receive 360 minutes per week ESL/ELA instruction . Students who are at the intermediate level, receive 360 minutes per week. Advanced ELLs receive 180 minutes of ESL per week. 225 minutes per week of Native Language instruction. In our school the instruction is in Spanish.

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.

In our freestanding ESL program: ESL teachers and the classroom teachers make content comprehensible using scaffolding strategies such as explicit vocabulary teaching, building a background, giving students sentence starters having visuals and realia, use of technology, grouping, use of manipulatives. Teachers have language goals as well as content goals. Teachers are encouraged to incorporate Common Core language goals in to their lesson planning. Monthly PLC meetings were held on how to use the Common Core Language standards as part of lesson planning.

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

Once a student is identified as eligible for ESL services, Spanish Lab-r is administered. ELLs in our Transitional Bilingual program are given Fountas and Pinnell Spanish running records. Estrellita's program is also used for a specific group of students in grades k-2 on a daily basis.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We administer the interim NYSESLAT tests. ELLs also take performance tasks in which students listen, speak, read and write in order to complete the task.
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).

a. Currently, we do not have any SIFE students. However, we have several students who have poor attendance patterns and whose vacations get extended, therefore causing them to miss school. We monitor patterns in absence using ATS and ARIS in order to better support those students.

b. We have a newcomers club in which we provide ESL services to newcomer students as well as helping them adjust to school life and their life in New York. We utilize a program "Carlos comes to Lakeshore Elementary" by Hampton and Brown.

c. 4-6 years: We have 76 students who have been receiving services between 4-6 year 76 of these students , 6 have been held over. We have an extension of services plan for them. This includes Tier 1 and Tier 2 interventions such as guided reading, small group instruction-AIS, Pull-Out intervention, and after-school program. For those students who still do not make progress, we always come up with a plan of action involving teachers and family during the Child Study meetings. We also have a writing club for the students who are advanced but yet lack writing skills to pass the NYSESLAT assessments. This club runs Mondays through Wednesday for 37 minutes. If needed we also have pedagogue who work on a 1 to 1 basis, providing TIER 3 intervention.

d. Currently we have only 1 ELL who completed 6 years. Our school conducts weekly Child Study meeting and the team of experts plan for these children. Currently, they receive mandated ESL services and Extended day services to meet their academic needs. In the event that a long term ELL enters our school, he/ she will receive small group AIS literacy with the Bilingual/ ESL staff developer in order to bring them up to grade level. Technology will be used through laptops and the SmartBoard to aid them. They will be enrolled in extended day and the ESL Imagine learning after-school program as additional intervention. Their parents will also be targeted for workshops and invited to participate in the Imagine Learning literacy after-school program.

e. Teachers of the former ELLs are informed about their backgrounds and their strengths and areas for improvement. They are encouraged to utilize techniques for an effective instruction that takes the needs of former ELLs. They are provided with picture dictionaries, bilingual dictionaries. Teachers are encouraged to teach vocabulary explicitly and build academic language. Teachers are encouraged to utilize CCLS for language for a more structured approach in terms of second language development. They are entitled to time accommodations on state tests for another year after they pass NYSESLAT.

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?

Teachers of students who are ELLs and with Disabilities utilize either the Foundations or Wilson program to provide an enriched content. Teachers also utilize the Reach-language vocabulary program and the Imagine Learning program to further support the progress of these students. The Imagine Learning Software program is also utilized. Teachers also meet in inquiry teams, on a weekly basis-about 3 times a week to monitor progress and make adjustments accordingly to curriculum and planning. Many of these ELLs are also mainstreamed into a general educational setting during the school day to provide them with the opportunity for further rigor. Teachers utilize scaffold strategies to provide students with accessibility to content. Teachers utilize Common Core speaking and language standards in their planning. Specific strategies such as accountable talk and the use of sentence starters are utilized to enhance learning. Teachers use technology and listening centers to enhance listening and speaking language abilities. Teachers also utilize picture dictionaries, the frayer model, or other graphic organizers to scaffold reading and writing learning.

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?

We have a fifth grade ICT class that is taught by an ESL certified and a Special Education Teacher which provides a less restrictive environment where ELLs with disabilities improve their English Language skills. Teachers provide best practices to meet the needs of ELLs and SWDs. These practices include scaffolding lessons to provide accessibility to complex text, the use of visuals, technology, realia, graphic organizers, and many ESL strategies.

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:			

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

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.

Currently, we have several intervention programs that target our ELL population in all grades. For grades K-2, Ms. Benero, our AIS teacher works with our ESL and Bilingual students. She works with students who are at an intermediate and advance proficiency level and are being categorized as "At Risk." Ms. Benero services these students twice a week in a small group setting and once a week she pushes in to work with the whole class, which include new comers. Ms. Benero also works with the 2nd grade ELLs that are at intermediate or advanced proficiency level. She pulls out these students twice a week. Ms. Benero focuses on instruction is guided reading and guided writing, as well as, phonics. All instruction is provided in English. However, if translation for directions are needed in Spanish, Ms. Benero provides that support. Ms. Casal, our Bilingual SETTS teacher, provides services for ELA and Math for our ELLs in grades K-5. All ELLs are provided with the mandated minutes per IEP. Ms. Casal offers a wide range of interventions for ELA and Math in both English and Spanish. Some of these include guided reading, shared reading and writing as well as phonics. For TIER 3, our Pre K teacher, Ms. Dannucci provides 1 to 1 instruction to students in grades k-2, 4 times a week. In grades 3-5, all ELLs receive AIS one period a day, 4 days a week. We have an AIS period for newcomer ELLs who are at grades 3 to 5. ELLs in grades 3 to 5 also receive AIS through guided reading. At TIER 1 and TIER 2, we also provide writing (AIS group) 4 days a week. For TIER 3, we also have Mr. Cadman, Enrichment Teacher, provide 1 on 1 intervention 4 times a week.

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

Currently, the NYSESLAT results show that more than 90% of our ELLs have made gains in their language proficiency levels. Therefore, we will continue to incorporate programs such as Imagine Learning and Getting Ready for the NYSESLAT program, as well as our current RTI program. We will also begin a new literacy program titled REACH for our ELLS and Immigrant students to help our ELLs meet the Common Core demands.

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

This is our first year to receive Title 3 Immigrant funds. These funds will target families that have been identified as 'immigrant' and possibly English Language Learners. New resources, such as the REACH program from Geographic History will be utilized as well as the newcomers program called SIP and USA.

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

Currently we have no programs that will be discontinued

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

Every year we make sure P.S. 333 offers an after School program for beginner and Intermediate ELLs in which an effective ESL instruction is provided incorporating technology (Imagine learning). Students also get an opportunity to practice the skills expected on NYSESLAT testing. ELLs are also invited to after school programs that aims to improve the ELA and Math Skills, preparation for the state tests as well as Boy Scout and the Sports in Arts in School Foundation after school programs. This year we were offered Title 3 Immigrant funds. We will be incorporating and afterschool program for parents of ELLs and immigrant students.

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

Newcomers utilize 'Carlos Come to Lakeside Elementary ' in which they build language and vocabulary to adjust to their new school. The Fountas and Pinnell intervention reading program is also utilized for our newcomers.

Computer Software such as Imagine Learning, Starfalls, NY Public Library Tumblebooks, Brainpop, Pebble Go, Discovery Education are utilized for instructional purposes for all of our ELLS. SIP and USA will also be utilized this year for the first time for our new comers. The REACH literacy program for ELLs and Getting ready for the NYSESLAT will also be utilized for our ELLS.

Envision Math program (K-5), and Expeditionary Learning (grades 3-5) is also being utilized for our ELLS.

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

We follow the mandates specified in CR Part 154. In the TBE program, we offer 1 period of native language support through content.

In ESL models, teachers use English to offer 2 units of study for beginners and 1 unit of study for intermediate and advanced using ESL methodologies during instruction to provide a learning environment in which ELLs can effectively acquire academic

knowledge.

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

Based on an analysis of the NYSESLAT, English and Spanish running records and ELE data ELL students are placed accordingly by service providers and teachers. Materials from the Estrellita program for grades K-2, Getting ready for the NYSESLAT program for grades k-5, Imagine Learning for grades k-5, REACH and USA are some resources that support the service being provided for our ELLs based on specific ages and 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.

A booklet is prepared for newcomer ELLs in which they find the basic vocabulary for animal names, clothing, food, action verbs, numbers, greetings are put together. As soon as the school year begins ESL teacher pulls out the newcomer ELLs and uses the program 'Carlos Comes to lakeside Elementary in order to help them learn basic language to survive in the first few weeks of the school year. Parent coordinator guides and offers help to the families in adjusting to their new life. Translation services and parent letters in other languages are utilized in order to communicate with these families. ESL teachers follow a pull out and/or push in model in order to better serve the new ELLs and orient the students to the school by providing survival English.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

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. Teachers of ELLs (Mrs. Pacheco, Mrs. Ucar, Mrs. Valerio, Mrs. Martinez, Ms. Meneses, and Ms. Calzado will attend professional development provided in school as well as outside the school on a monthly basis. Teachers of ELLs will attend Professional development provided by the NYC ELL department and our current network. All other clusters teachers of ELLs will also attend Professional development provided in house and by the Department Of Education ELL department.

2. Such professional development will include utilizing ESL strategies in Math and Reading, incorporating the Common Core language standards when planning, and scaffolding effective lessons using ESL strategies. Teachers will also attend a series of workshops that will focus on discussions and questioning techniques in math aligned to Common Core Language Standards provided by administration, the school, and the network team.

3. Currently our Dean provides the ELL staff with helping students that move from elementary school to middle school by providing resources that are translated for parents and students to understand the process of the transition. The dean also conducts class trip with graduating 5th graders to local middle schools as well as local colleges. Monthly Parent roundtable discussions are held where parents are informed about their middle school application and appeal process.

4. The school provides the mandated 7.5 or 10 hour ELL training in many ways throughout the school year. Teachers attend ELL pds provided by certified ESL in house staff, and attend network/central office of ELLs Professional development.

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?

At P.S. 333 we encourage the parents of ELLs to become a partner in their children's education. We offer ongoing parent orientations for newly enrolled ELLs. We offer parental workshops on the NYSESLAT and how to help their children to do better at school. We share best practices at home. We offered ESL and computer literacy classes to the parents of ELLs. Parents of ELLs are invited to attend meetings in which they will help the school administration decide how to use the immigration funds. ELL parents have been invited and have attended after school programs together with their children. P.S. 333 offers numerous opportunities in which parents can join as active partners. These are: Curriculum Nights, Young Authors Night, Museum Night, School Assemblies, father and daughter dance, Mother and Son dance. We currently have parents who volunteer their time in school activities.

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: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x333 School Name: P.S.333x

Cluster: 1 Network: 109

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.

When a parent enters our school building to register a student, the school secretary makes contact with the Bilingual Coordinator or a trained pedagogue to quickly identify whether language interpretation/translation services are needed to be provided by the school or the translation/interpretation unit. Upon evaluation by the coordinator, she determines whether the parent needs further assistance with translation and/or oral interpretation. If the parent does not speak Spanish the office makes contact with the translation and interpretation unit for further assistance. The coordinator, parent coordinator, and most of the staff in the main office speak Spanish, which is the major language spoken at our school. They translate or interpret any information to that parent in Spanish. According to our data including the ATS reports, completed HLIS forms and LAB-R information, Spanish is the major language at PS 333. Any letters sent from our school is also provided in English and Spanish.

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.

Currently in our school we have 426 students. According to the Home Language Report for our school student population consists of the following:

- 238 English speaking students
- 152 Spanish 2 French
- 2 Mandinka 2 Fulani
- 2 Soninke 1 Swahili
- 4 Arabic 1 Wolof 22 Unknown language

In order to meet the needs of the different types of languages, the school utilizes translation and interpretation unit services provided by the DOE. The school also utilizes the language translation kit for parents to guide the school with providing the necessary support for our parents.

The school community, which includes administration, teachers and the parent coordinator, are aware of the language needs of our school via parent newsletters and its report findings that are discussed in committees.

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.

With the support of our parent coordinator, parents are made aware of how to access the translated versions of the Parent Bill of Rights and Family Guide which notifies them of their right to language services. The Parent Bill of Rights can be found at <http://schools.nyc.gov/Parents/NewsInformation/BilloffRights.htm> and the Family Guide can be found at <http://schools.nyc.gov/ParentsFamilies/NYCFamilyGuide.htm>. Parents will be informed in a regular and timely manner via flyers, posters posted at the school entrance and throughout the school and parent coordinator. The school will provide bilingual translation for parent letters, newsletters, and flyers. If the needs arise for further assistance, the school will make contact with the translation and interpretation unit at the DOE for further assistance. When parents request written letters from the school, the school provides the required documents in the language the parents request. If a language other than Spanish or English is required, the school will also contact the translation and interpretation unit for further support. Individual Educational Plan (IEPs) are also translated in school in the parent's Native Language so parents are well aware of the educational plan for their child.

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 will be provided by the bilingual (Spanish) Parent Coordinator, with the assistance of the Translation and Interpretation Unit as needed. Oral interpretations will be available during curriculum nights, parent meetings, parent workshops and parent-teacher conferences. Since most of our families and a high percentage of our staff are Spanish speaking, it is easy to communicate. For those families that speak other languages the school will reach out to members of the community who would be willing to provide interpretation services during these events or utilize the translation and interpretation services provided by the DOE.

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>.

Each parent whose primary language is a covered language and requires language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities. All written communication between the home and school is distributed in both English and Spanish. However, in special cases where the language is not English or Spanish, we will utilize the resources-language translation and interpretation kit- that was provided by the Department of Education as much as possible to ensure that parents are notified about issues of safety and instruction in their Native Language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>P.S333x The Museum School</u>	DBN: <u>08x333</u>
Cluster Leader: 109	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>3</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S.333x will offer a Title 3 after school program for ELLs beginning on January 13, 2014 and ending on March 31, 2014. The ESL and Bilingual Coordinator, a Special Ed. Bilingual teacher, and a Bilingual common branch teacher will facilitate the program. The NYSESLAT and the ELA assessments were analyzed for the ELLs and it was determined that the focus for support must be on Literacy. The purpose of the program is to increase and enhance the literacy and content area skills of ELLs. Using ESL methodologies, the students will strengthen their English skills in the 4 language strands: listening, speaking, reading and writing thereby accelerating their overall academic achievement. The program will begin on January 13, 2014 and end on March 31, 2014. They will meet every Monday and Tuesday from 3:30pm and 4:45pm for a total of 20 sessions. Thirty two students, whose language proficiencies are beginner and low intermediate, in grades 1-5 will participate. Priority will also be given to ELL students who have not shown movement or progress in the NYSESLAT and ELA state assessments. Materials will include a web based program for ELLs titled Imagine Learning, and the Empire Getting ready for NYSESLAT program for ELL/ESL. Instruction will be highly differentiated. Students will primarily work at their individual appropriate level but also work in small homogeneous groups design to optimally meet their needs.

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: Starting the week of January 13, 2014 the teachers, Ms. Casal, and Ms. Meneses who will be running the after school program will meet with Ms. Pacheco, the Coordinator for the title 3 program, to discuss the program and they will also begin to analyze data, plan pacing guides and review schedule for the after school program. They will also receive professional development on analyzing student work and evaluating nyseslat simulations to guide their planning. We will meet once a week- every Wednesday- to learn best ESL practices, plan and analyze data; a total of 10 sessions. The teachers will guide their planning by formal and informal data. Such as weekly and monthly data reports that are provided by the Imagine Learning program and ELL periodic assessment. Other forms of data include the Fountas and Pinell results. In addition, we will also provide 1 full day retreat at P.S.93 in the fall. All teachers of ELL students will be invited to attend. Teachers that will attend include Ms. Barbosa, Ms. Casal, Ms. Pacheco, Ms. Lewis, Ms. Martinez, Ms. Tan, Ms. Valerio, Ms. Hall, Ms. Calzado, Ms. Hesch, Ms. Meneses, and Ms. Brathwaite. Topics will include scaffolding vocabulary, analyzing and evaluating student writing on the NYSESLAT, teaching academic language, understanding the writing process and incorporating ESL strategies.

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: The parents of those students who will be participating in the Title 3 program will be invited to attend the after school program from January 13, 2014 through March 31, 2014, from 3:30pm to 4:45pm with their child. The goal is to have the parents become part of the after school program and also learn English with their child. All the teachers (including Ms. Pacheco, Ms. Casal and Ms. Meneses) leading the groups in the Title 3 program will guide the parents as well during instruction. Topics during the after school program will include the writing process, phonemic awareness, and strategies and skills to develop for reading comprehension. Parents will also be invited via email, telephone calls or in writing, to also attend other parent workshops the school offers such as breakdown of the NYSESLAT, ways to best support your child with Math and ELA, health, etc. These workshops will be conducted by our supervisor, Rosalinda Finiguerra-Garcia and Mrs. Pacheco-ELL Coordinator. Parents will also be invited to attend ESL classes, provided by Ms. Tan, our adult ESL teacher. ESL classes for parents will be provided every Wednesday. Classes will begin on January 15, 2014 and will end in early March 12, 2014. Other parent workshops are hosted by our parent coordinator, Luz Gerena.

Part E: Budget

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

Allocation Amount: \$15,262

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 	\$4,914.98	This amount is a total for 3 teachers salary. It also includes fringe benefits. Each teacher will work a total of 32 1/2 hours. \$50.41 per hour, per teacher.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$913.93	Professional development from Imagine Learning
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$3,339.70	Nyseslat test prep materials

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	\$5,700	This total is for 38 licenses for Imagine Learning. Educational literacy program for ELLs.
Travel		
Other	\$393.39	1 Bilingual School Aide @\$14.57 per hour. 27 hours in total. From 3:30-4:45
TOTAL		