



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE FAMILY SCHOOL
DBN (i.e. 01M001): 09X443
Principal: PAMELA LEE
Principal Email: PLEE7@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Pamela Lee	*Principal or Designee	
Tracy Harrison	*UFT Chapter Leader or Designee	
Latasha Walker	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
LaKiesha George	Member/ Teacher	
David Rose	Member/ Teacher	
Peter Braverman	Member/ Teacher	
Rockia Kamara	Member/ Parent	
Margaret Morales	Member/ Parent	
Gissell Tejada	Member/ Parent	
Alma Morales	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. 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 09X443

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	528	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	24	# Music	24	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	114.9%	% Attendance Rate			92.1%
% Free Lunch	95.4%	% Reduced Lunch			1.8%
% Limited English Proficient	45.4%	% Students with Disabilities			18.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			26.6%
% Hispanic or Latino	66.5%	% Asian or Native Hawaiian/Pacific Islander			5.9%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	3.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			N/A
% Teaching with Fewer Than 3 Years of Experience	34.8%	Average Teacher Absences			5.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.4%	Mathematics Performance at levels 3 & 4			10.7%
Science Performance at levels 3 & 4 (4th Grade)	67.3%	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	Yes	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			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
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			Yes
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.			
From the 2012-2013 SCEP Goal number 1, 2 and 3 were met. Goal 1: Since we allocated money for instructional leads and per-diem coverage for professional development all teachers were able to create and analyze CCLS rigorous tasks. The result was all students engaged in rigorous CCLS Tasks in ELA and Math Goal 2: Since we allocated money for After School, Saturday Academy, Lexia software and laptops resulted in a significant amount of progress was made with our lowest 1/3 in ELA Goal 3: Since we allocated money to each teacher receiving additional prep period per week, teachers were able to have more structure time to analyze data to inform revised teacher practices for the grade resulting students mastering specific skills and strategies for various groups, including English Language Learners			
Describe the areas for improvement in your school's 12-13 SCEP.			
From the 2012-2013 SCEP Goal number 4 and 5 were not met. Goal 4: We successfully began classroom presentations and Anti-Bullying workshops. We will increase these efforts. In addition, we will also created a school safety committee to more consistently monitor the behavioral policy. Goal 5: We successfully increased parent events, however, according to parents we could increase efforts to invite more parents and have workshops better aligned to students being better prepared for college and career readiness.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Teachers were able to collect data, however there needed to be more professional development in monitoring the data and using to adjust teaching practices.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
From the New York City Progress Report 2011-2012 to the progress report 2012-2013 our median adjust growth percentile increased 14.5 percentage points. Our median adjust percentile for the lowest 1/3 increased 28 percentage points.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Goal number 4 and 5 were not accomplished. Goal 4 was not met as the behavioral policy was not monitored throughout the school year. Goal number 5 was also not accomplished as some parents still did not feel invited to events.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The results of the New York City Progress Report were not available prior to our team's conversations about the goals and measurable objectives.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Meet AYP or Safe Harbor Target for: Hispanic/Latinos (106), Limited English Proficient (97), Economically disadvantage (97)			
Describe how the school leader(s) will communicate with school staff and the community.			
The School Leaders will communicate through Faculty Conferences, Staff Notes, Grade Meetings, Staff Conferences, Professional Development sessions, Parent Coordinator, Parent Family Breakfasts and Phone Message system.			
Describe your theory of action at the core of your school's SCEP.			
If we create a rigorous and inquiry based learning environment; a supportive learning environment in which students, parents and staff collaboratively create a lifestyle in which education extends beyond the 6 hours of the school day, then students will be better prepared for college and career			
Describe the strategy for executing your theory of action in your school's SCEP.			
Connect the recommendations from the Developing Quality Review and Learning Environment Survey directly with applicable tenets and create goals with action plans based on improvement based on those recommendations.			
List the key elements and other unique characteristics of your school's SCEP.			

Parents, Teachers and Administration worked together to create a SCEP based on the unique needs of our school. Together we realized the need for a curriculum team, the inclusion and use of data trackers to serve a high ELL population that totals almost 50% of the entire school population (cultures include Latin, African and Bengali). This SCEP also takes into account the needs of the 5th grade which was new to our school last year.

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

The members of our team are capacity builders; teacher leaders and parent leaders in our school. We have met consistently at least twice a month, some month's once a week to discuss constituent concerns and address school goals.

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).

According to the New York City Learning Environment Survey our lowest ratings were in the areas of communication and engagement. In regards to communication, 47% of teachers disagreed or strongly disagreed with the statement, “The principal at my school communicates a clear vision for our school (5.5).” Teachers also stated in the area of engagement, that 66% disagreed or strongly disagreed with the statement, “I wouldn’t want to work in any other school (4.4.)”. Since these statements were two of the lowest areas on the survey, we decided to use it to form the basis of our needs assessment.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	11-12	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, 85% of The Family School staff will understand and be able to align The Family School’s vision and mission statement to classroom practices as measured by teacher ratings on the *Charlotte Danielson Framework for Teaching*, component 2B: Establishing a Culture for Learning

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.

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

Strategy: All teachers will participate in professional growth practices that shift teaching practices in *Charlotte Danielson Framework for Teaching*, component 2B: Establishing a Culture for Learning that positively achievement for all students, inclusive of Hispanic/Latino, Limited English Proficient and Economically Disadvantaged

1. Teacher retreat focusing on *Charlotte Danielson Framework for Teaching*, component 2B: Establishing a Culture for Learning
2. Sip n’ Chats with administration
3. Weekly support, modeling and lunch and learns between teachers and coaches

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

1. Administration, Coaches, Teachers
2. Administration and Teachers
3. Teachers and Coaches

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

2. Baseline and Endline teacher ratings, MOSL Baseline and Endline results
3. Baseline and Endline teacher ratings, MOSL Baseline and Endline results
4. Baseline and Endline teacher ratings, MOSL Baseline and Endline results

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

1. Baseline October 2013 and Endline May 2014

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

1. Teacher Team building/Instructional Retreats (PF Supporting Great Teachers & Leaders)
 Non-contractual Services: (Doral Arrowwood Hotel, 2 ballrooms, lunch for 33 participants, snacks for 33 participants, True North Team Building activities) x 2 retreats
 Teacher per session: (30 teachers x 6.5 hours x \$50.41) x 2 retreats (PF Common Core)
 Supervisor per session: (3 teachers x 6.5 hours x \$52.75) x 2 retreats (PF AIS)

2. Sip n' Chats Supplies - resources for teachers
3. 2 coaches' salaries (PF Supporting Great Teachers & Leaders: Janine Esposito & Tonya Green)

Budget and Resource Alignment

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

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

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

X	PF AIS		PF CTE		PF College & Career Readiness	X	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).

According to Developing Quality Review an area of concern stated was "Extend effective teaching practices consistently across the school to that all students have access to and beyond the curricula (1.2)

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	4-5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

X	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 all students (inclusive of the lowest 1/3) in grades K -5, will receive differentiated access to the curriculum through intervention and enrichment programs resulting in an increase of student achievement. All teachers will be provided professional development and planning time in protocols for more effective self-management and more open-ended inquiry that encourages students to maximize their learning potential.

Instructional Strategies/Activities

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

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

1. Professional Development Workshops in protocols for more effective self-management and more open-ended inquiry that encourages students to maximize their learning potential.
2. 6th Prep Period for common planning meetings
3. Rising Stars After-School Program
4. Saturday Academy
5. RTI Programs
6. Curriculum Development Team

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

1. Teachers, Administration, Coaches, Outside staff developers, Substitutes (per-diem)
2. Teachers, Administration, Coaches, Outside staff developers, Substitutes (per-diem)
3. Teachers, Administration

4. Teachers, Administration
5. Teachers, Administration
6. Teachers, Administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. MOSL, Data generated from RTI programs, including classroom data (Tier 1 – EasyCBM screeners and Running Records) and Tier 2 and Tier 3 progress monitoring (through Lexia and EasyCBM), and summative state assessments.
2. MOSL, Data generated from RTI programs, including classroom data (Tier 1 – EasyCBM screeners and Running Records) and Tier 2 and Tier 3 progress monitoring (through Lexia and EasyCBM), and summative state assessments.
3. MOSL, Data generated from RTI programs, including classroom data (Tier 1 – EasyCBM screeners and Running Records) and Tier 2 and Tier 3 progress monitoring (through Lexia and EasyCBM), and summative state assessments.
4. MOSL, Data generated from RTI programs, including classroom data (Tier 1 – EasyCBM screeners and Running Records) and Tier 2 and Tier 3 progress monitoring (through Lexia and EasyCBM), and summative state assessments.
5. Data generated from RTI programs, including classroom data (Tier 1 – EasyCBM screeners and Running Records) and Tier 2 and Tier 3 progress monitoring (through Lexia and EasyCBM).
6. MOSL, Data generated from RTI programs, including classroom data (Tier 1 – EasyCBM screeners and Running Records) and Tier 2 and Tier 3 progress monitoring (through Lexia and EasyCBM), and summative state assessments.
D. Timeline for implementation and completion including start and end dates
1. October 2013 – May 2014
2. October 2013 – May 2014
3. October 2013 – May 2014
4. October 2013 – May 2014
5. October 2013 – May 2014
6. October 2013 – May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. PD providers from ReadyGen, GoMath, Lexia, Achieve3000, EasyCBM, Contractual Services \$30,000 (PF Supporting Great Teachers & Leaders: PD from Generation Ready \$20,000, PD from LC 5,000, PD from Leadership Academy \$5,000, Per diem \$10,000 (PF Supporting Great Teachers & Leaders: Substitute teachers for coverage)
2. 6 th period prep common planning meetings –Additional Cluster teacher salary (PF Common Core: provide 1 additional prep period per week for 24 classroom teachers), Per session (PF Common Core: Curriculum Team, 1 per grade x 6 grades x 1 hour per month x 10 months=\$3,024)
3. Fifteen Teachers to teach the Rising Stars after school program Per session (PF ELT: After-school 72 days)
4. Per session (PF ELT: Saturday Academy 15 days x 4.5 hours x 12 classes teacher per session = \$40,822), Per session (PF ELT: 15 days x 5.5 hours x 12 classes supervisor per session per session \$4,379), Per session (PF ELT: Saturday Academy 10 hours per session secretary \$311)
5. Lexia, Achieve3000 Software \$ Lexia \$, Achieve3000 \$
6. Teacher per-session.

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE		PF College & Career Readiness	x	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 #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).

According to the Developing Quality Review an area of concern stated was “The absence of a system designed to build in the standards in the vertical design of units and lessons, and a process to regularly collect and track student mastery of key standards limits the school’s ability to evaluate the effectiveness of its curricula.(5.1a)”

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	5-6	HEDI Rating:	D
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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.

	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 100% of staff members will use “The Family School Data Tracking Spreadsheet” to collect, analyze, and monitor the data to make adjustment in their teaching practice and grouping of students

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

Teachers will collect, analyze and monitor data to adjust lesson planning for differentiated instruction

1. Teachers and will collect data 3 times a year
2. Teachers will analyze and monitor the data after school 3 times a year for their specific class
3. The Data Specialist will analyze and monitor the data, and disaggregate it school wide, by grades, Hispanic/Latino, Limited English Proficient and Economically Disadvantaged.

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

1. Teachers and Coaches
2. Teachers and Coaches
3. Data Specialist, Administration and Coaches.

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

1. Tracker data in the Beginning of the Year, Middle of the Year, End of the Year and throughout the school year as determined by grade level teams
2. Tracker data in the Beginning of the Year, Middle of the Year, End of the Year and throughout the school year as determined by grade level teams
3. Tracker data in the Beginning of the Year, Middle of the Year, End of the Year and throughout the school year as determined by grade level teams

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

1. October, February and May
2. October, February and May
3. October, February and May

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

1. 6th Prep Period
2. Teacher per session analyzing data \$19, 160 (42 Teachers x 10 hours each)
3. Data Specialist per session for compiling and disaggregate data \$840 (1 Data Specialist x 20 hours)

Budget and Resource Alignment

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

x	PF Set Aside	X	Tax Levy		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
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

According to the New York City Learning Environment Survey an area of concern was safety. 38% of teachers disagreed or strongly disagreed with the statement, "At my school order and discipline is maintained (5.9)." 27% of teachers agreed or strongly agreed that, "At my school students are often harassed or bullied in school. (6.5)." Since these statements were two areas of concern on the survey, we decided to use it to form the basis of our needs assessment

Review Type:	LES	Year:	2012-2013	Page Number:	14	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, 85% of the school community (staff, students, and parents) will participate in the development and implementation of a school wide behavioral policy to promote a school environment that is safe and conducive to learning.

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

Purchase additional personnel to support students and provide professional development to teachers in the area of behavioral management.

- Personnel will engage in Professional Development in implementing the school wide behavioral policy
- The Social Worker in partnerships with Bronx Works and Morris Heights Health Clinic will provide classroom presentations, Anti-Bullying workshops, peer mediation, mental health groups, counseling zone, and community service
- School Safety Committee will meet monthly to analyze and monitor safety protocols and data

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

- Social worker, all teachers and administrators
- Social Worker, Bronx Works Staff, and Morris Heights Health Clinic Staff
- Teachers, UFT Rep, Principal

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

- Formal and informal observations, OORS Report data
- Formal and informal observations, OORS Report data
- OORS Report Data

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

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

3. January 2014 - June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Federal Grant Money used to purchase additional personnel Social Worker salary (PF Positive Behavior Mgmt Prgms: At-risk Counseling), supplies (PF Positive Behavior Mgmt Prgms)
 2. Federal Grant Money used to purchase additional personnel Social Worker salary (PF Positive Behavior Mgmt Prgms: At-risk Counseling), supplies (PF Positive Behavior Mgmt Prgms)
 3. Per-session: 4 teachers x 10 hours, Principal x 10 hours (PF Positive Behavior Mgmt Prgms), supplies (PF Positive Behavior Mgmt Prgms)

Budget and Resource Alignment

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

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

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

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

Major Recommendation

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

According to the New York City Learning Environment Survey an area of concern for parents was engagement. 32% of parents stated that they have only been invited to a school event (workshops, program, performance, etc.) "1-2 times or never" during the school year (6.7). 16% of parents stated that, "My child's school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school."

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	N/A
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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	X	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, 8.5 out of 10 parents will agree that they have been invited to an event at The Family School, centered on preparing students for what is necessary for success in college, career and life after high school. A minimum of 85% of Parents will agree and/or strongly agree that the school communicates what needs to be done to prepare children for college, career and success in life after high school as evidenced by the 2013-2014 NYC 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

1. Monthly Newsletters
2. "Ways Parents Can Help" section added to Progress Reports
3. Monthly Friday "Family Time" (Parents to visit the classroom to see child's learning process)
4. Parent CCLS workshops

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

1. Teachers, Assistant Principals, School Messenger, Parent Coordinator, Data Specialist
2. Teachers, Assistant Principals, Data Specialist
3. Teachers, Administrators, Parent Coordinator, Data Specialist
4. Parent Coordinator, Teachers, Administration

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

1. Parent Response Sheet (Was this Newsletter helpful? Yes? Why? No? Why, not?)
2. Parent Response section on the Progress Monthly
3. Exit Slips (Was this Family Hour Helpful? Yes? Why? No? Why not?)
4. Surveys

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

1. Monthly through the end of the school year
2. Monthly through the end of the school year
3. Monthly through the end of the school year
- 4.

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

1. Paper to print newsletters
2. Paper to print parent progress reports
3. Transportation of Staff \$4,000 (PF Parent Engagement: Breakfast for 10 meetings \$2,000, refreshments for workshops \$2,000)
- 4.

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy		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
	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	The programs used for intervention will be Lexia Core 5 Reading which provides students with targeted intervention strategies on their level that addresses the five pillars of literacy.	Small group of students	The services are provided to students receiving SETSS and appointed level 1 and level 2 ELLs.
Mathematics	Small group strategies (hands on activities with use of manipulatives) that follow Go Math curriculum.	These services will be provided in small group as per Go Math curriculum.	The services will be provided in small group during math instruction during the school day.
Science	Small group strategies (hands on activities with the use of science tools) that follow the NYC Science Scope and Sequence.	These services will be provided in a small group.	The services will be provided in a small group during Science instruction during the school day.
Social Studies	Small group strategies (peer mentoring, repeated explicit instruction) that follow the NYC Scope and Sequence.	These services will be provided in a small group.	The services will be provided in a small group during Social Studies instruction during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group strategies obtained by SETCLAE (Self Esteem Through Culture Learning Activities Exercises).	These services will be provided in a small group.	These services will be provided in the classroom, during recess/lunch, and/or 30 minute sessions during the school day.

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

1. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. 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.

Our 18D Hiring Committee included a rigorous recruitment and hiring process. We went to multiple hiring fairs. We had criteria for looking at resumes, recommendations, portfolios, writing sample, demonstration lessons. We placed licensed Special Educators in SETTTS out of classroom positions and ESL licensed teachers in ESL positions. We have a music licensed teacher for music. We have self-contained ESL classes with dual licensed ESL/Common branches.

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 retain these teachers by providing differentiated professional development to increase teacher growth in instructional practice, using a common teaching framework. All new teachers receive mentors, based on their licensing area. We utilize the resources of the CFN. We encourage collaboration through providing at least 3 prep periods that are the same for teachers on each grade. We increase positive school culture through school-wide events and activities that promote school spirit.

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 intent of how we have spent allocations for STH has been with the purpose of providing supplies and clothing that support academic success and safety. The intent for how we have use the BronxWorks counselors from the Anti-Violence grant has been for the purpose of building capacity within students to be student leaders (peer mediator program) and increase strategies in student body for managing conflict in non-confrontational ways.

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.).

We provide opportunities for all students to meet and exceed state standards by offering weekday and extended day and after school programs aligned to the CCLS and an enriched curriculum that focuses on individual needs is reviewed and revised regularly. We will begin our Saturday academy programs to target our struggling students such as writing skills, literacy, and numeracy classes. Continue to challenge our high achieving students by also offering them extended day and afterschool services. School social worker and school counselor target students who have struggled with academics and behavior, and a parent coordinator for parents and guardians that need extra support. Parents are offered learning workshops and activities on a monthly basis.

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.

We had a summer MOSL Committee that thoughtfully decided that the rating for every teacher regardless of subject area or grade taught would be directly connected with at least 1 testing grade and support that grade during extended day.

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.

Common Core Learning Standards (Connected to Goal #1 and #5)

We work with Parents and Guardians around the Citywide Instructional Expectations and the Common Core Learning Standards by providing parents with up to date information from the Chancellor's office, FACE and multiple opportunities to participate in city public school programs and initiatives. We ensure that our parents are provided with hands-on workshops through organizations such as learning leaders that provide reading workshops that explain how fluency, application, and conceptual understanding aligns with the CCLS. We also provide workshops through our parent coordinator; some of our workshops include but are not limited to are listed below:

- Understanding CCLS workshop 2/26/13
- ELA NYS Exams workshop explaining the changes that align to the CCLS 3/7/13
- Reading Workshop aligned with the CCLS 3/6/13 & 3/13/13

- Math Workshop aligned with the CCLS TBD (LL)
- Math NYS Exams workshop explaining the changes that align to the CCLS 3/14/13

As we do every year, we will also do the following:

- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments (also detailed in Goal #2 and #3) 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 (also detailed in Goal #1 and #5) 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 (also detailed in Goal #5) 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 (also detailed in Goal #4) 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;

Parent/Guardian Responsibilities (connected to Goal #5):

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

Student Responsibilities (connected to Goal #4 and #5):

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

District 09	Borough Bronx	School Number 443
School Name THE FAMILY 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 Pamela Lee	Assistant Principal Simone A. McIntosh
Coach Janine Bigio-Esposito	Coach Tonya Green
ESL Teacher Paulina Akonu-Atta/ESL Coord.	Guidance Counselor KerryAnn Torres
Teacher/Subject Area Arlene Hernandez/1st gr. Bil.	Parent Latasha Walker
Teacher/Subject Area Christine Thelen/ESL teacher	Parent Coordinator Millicent Matos
Related Service Provider Kristina Stathis /ESL teacher	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	530	Total number of ELLs	227	ELLs as share of total student population (%)	42.83%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	1	1	1	2	0	0	0	0	0	0	0	5
Dual Language (50%:50%)	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Freestanding ESL														
self-contained	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Push-In	2	2	0	3	2	2	0	0	0	0	0	0	0	11
Total	3	3	2	4	3	4	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	227	Newcomers (ELLs receiving service 0-3 years)	183	ELL Students with Disabilities	44
SIFE	7	ELLs receiving service 4-6 years	43	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	73	7	7	19	0	11	0	0	0	92
Dual Language	30	0	1	0	0	0	0	0	0	30
ESL	80	0	18	24	0	7	1	0	0	105
Total	183	7	26	43	0	18	1	0	0	227

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	15	13	19	45	0	0	0	0	0	0	0	92
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	15	13	19	45	0	92						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	13	9	17	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	15
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	13	9	17	6	0	30	15													

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): <u>9</u>	Number of third language speakers: <u>1</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>1</u>	Asian: <u>0</u>	Hispanic/Latino: <u>14</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	9	15	2	22	8	6	0	0	0	0	0	0	0	62
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	1	2	4	0	3	2	0	0	0	0	0	0	0	12
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	1	4	0	0	0	0	0	0	0	0	0	5
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	4	3	1	6	7	4	0	0	0	0	0	0	0	25
TOTAL	14	20	8	32	19	12	0	0	0	0	0	0	0	105

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)	22	6	6	14	24	0	0	0	0	0	0	0	0	72

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)	13	7	11	16	13	0	0	0	0	0	0	0	0	60
Advanced (A)	29	10	28	8	20	0	0	0	0	0	0	0	0	95
Total	64	23	45	38	57	0	0	0	0	0	0	0	0	227

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	29	1	1	0	31
4	36	7	0	0	43
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	22	0	5	0	0	0	0	0	27
4	34	0	16	0	1	0	0	0	51
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15	0	16	0	18	0	1	0	50
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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 Government				
Foreign Language				
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)	12	33	14	2	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
Our literacy assessment tools are the same for lower grades as they are for upper grades; TC reading, CCLS task for writing, Math DY0, and the NYSESLAT. In addition, teachers observe students using conference notes, informal running records, and module assessments. These assessments are all used in data talks by grade to inform about grade goals for sub-groups (including ELLs). The data shows that our 94% 3rd grade ELLs and 84% of 4th grade ELL's are level 1's on the ELA. In Math 81% of 3rd grade and 67% of 4th grade ELL's are level 1's. In the Science test 30% level 1 32% level 2 and 36% level 3
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
With respect to the LAB-R and the NYSESLAT, we have noticed several patterns. On the NYSESLAT In kindergarten, for example, many more students scored at a beginner proficiency while far fewer scored at an advanced level. Many more students in the higher grades, however, scored at the intermediate or advanced levels compared with kindergarten. This demonstrates that as students progress through the grade levels they are reaching higher proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
RNMR is not available as of October 31st 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Patterns across proficiency show that ELLs in the ESL program overall are fairing the best on the NYSESLAT; 5% beginners, 35% intermediates, 60% advanced. The second most successful group is within the Dual Language programs; 8% beginners, 46% intermediate, 46% advanced. Our Bilingual program shows 39% beginners, 24% intermediate, and 36% advanced.
 - b. N/A
 - c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The Family School uses Easy CMB as a schoolwide screener. Based on student assessments(T.C. running records, readyGen, GoMath) students will be placed in different groups according to the skills they need to develop. Lexia, Achieve 3000and reflex math are the programs used for Tier 2 RTI.
We have weekly bilingual inquiry with support from Network ELL Specialist (One form of assessment to evaluate: Lexia/ELL RTI)
We also have monthly bilingual common planning for grades 3-5, during which data is analyzed for improved instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In TBE and dual language, books and resources in the student's native language, as well as visual support are used for second language development.
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?
 - a. English-proficient students are assessed in the second (target) language through informal assessments.
 - b. N/A
 - c. N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. We evaluate the success of our program for ELLs by analyzing the results of the NYSESLAT. We expect to see students gain a proficiency level from year to year and to eventually reach proficiency and test out.

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](#).)
In collaboration with the main office staff, the Push-In ESL Teachers and the ESL Coordinator conduct the following processes:
In order to identify ELLs, all parents and guardians are required to submit a Home Language Survey as part of the registration process. Parents complete the HLIS with the assistance of a trained pedagogue to ensure valid parent responses. Spanish speaking families are supported with translations. Our ESL teachers involved in this process speak a variety of languages including Spanish and some African languages. If the HLIS determines that a student's only language is English, then the LAB-R is not administered and the child enters the general education program. For other students, the language determination is made using the formula 1+2. If one question (Part 1: questions 1-4) indicates that the student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English, then a language other than English is used at home. At this point, an Informal Student Interview is conducted. Interview responses are recorded, dated, and placed in the student's cumulative record. If the student only speaks a language other than English and/or the student's English proficiency level is low, then the LAB-R is administered. The Spanish LAB for Spanish-speaking ELLs is also administered. LAB-R and Spanish LAB administration is conducted by ESL licensed pedagogues. If the student scores below proficiency on the LAB-R, the student is an ELL and is entitled to services. If the student scores at or above proficiency, the student is not an ELL and enters the general education program. At this point, parents are informed via an Entitlement Letter that their child is an ELL. An orientation is conducted in which parents are informed of their three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. Parents watch the orientation video in the language of their choice and brochures are available in multiple languages. Additionally, translators are available in Spanish and African languages. The parents must select a program for their child. At the orientation, parents are told that if 15 or more students on two contiguous grades request a Dual Language program that this program will be implemented as soon as possible. Students who score at or above proficiency test out of ESL. Students who score below proficiency continue to receive ESL services. This process is completed within 10 days of the student's registration. All ELLs are administered the NYSESLAT in the spring of the school year. Students are identified for testing according ATS reports (RLAT). ESL licensed pedagogues administer this test in collaboration with the school's testing coordinator. A letter is sent to families informing them of the test dates in advance. Absentees for specific components of the NYSESLAT are contacted by teachers and the parent coordinator to ensure timely make-up. Students who score at or above proficiency test out of ESL. Students who score below proficiency continue to receive ESL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
At The Family School P.S. 443, parents and families of newly identified ELLs are invited to an orientation in which they are informed of the three program choices, ESL, Transitional Bilingual, or Dual Language. Kindergarten orientations are conducted where the ESL coordinator is present at the time to inform parents of information. The DOE orientation video is shown in the languages required by the families in attendance, that further explains each program. Specific questions posed by families are answered by teachers and staff as necessary. Pedagogues speaking the languages represented by the families in attendance provide translations. Within 10 days of enrollment, ELLs are identified, their parents are informed, and program choices are made. The required letters are also sent to parents according to the family's languages. On file in the ESL/Bilingual office are records of the date letters were sent as well as signed receipts for those ELLs who received continuing entitlement, entitlement and non-entitlement/transition letters.
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 [\[see tool kit\]](#).)
We have created a file that contains information about all of the ELLs in our school. We keep all letters on file in a secure place. During the orientation for families of ELLs, parents are given an additional opportunity to supply correct contact information to

facilitate continued school-family communication. Parents are informed that if program selection forms are not returned, the default program for ELLs is Transitional Bilingual Education, although at P.S. 443 only Spanish speakers are accommodated in TBE. During the parent orientation, after families have viewed the video and questions regarding the three program options have been fielded, parents are supported to complete the Parent Survey and Program Selection form, where they make a choice regarding the ELL program they desire for their child. A record of parental selections are kept on file and copies of originals are maintained in an ELL compliance folder. Original parent selection forms are placed in the child's cumulative record. All entitlement, non-entitlement, and continued entitlement letters are sent within 10 days of school starting or from the child's registration date. Parents or guardians return a signed portion of the notice which is kept on file in the ELL compliance folder. Parents are notified of their child's placement in the program of their choice. we continue to try to reach parents who have not returned signed notices.

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.

Identified ELL students are initially placed in Freestanding ESL programs if they speak a language other than Spanish. Spanish-speaking ELLs are initially placed in TBE programs. The orientation for families of ELLs provides information to help inform parents' choices in selecting particular programs. Spanish, French, Bengali and African language translation is provided at the orientation and when parents have questions. Parents are informed of their choices, which are TBE in Spanish, Dual Language (K and 1st grade) Freestanding ESL, and Push-In ESL. According to the school zone for District 9, parents receive a list of schools that provide all the language programs, specifically Dual Language programs. Students are placed based on the Parent or guardians program selection choice.

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.

We use the ATS report RLER to identify ELL's Eligible for the NYSESLAT. A memo is created to notify school staff of the impending test. A notice is also sent to parent about the upcoming test. The speaking test is first administered 1 on 1 by a licensed ESL teacher who is not the student's regular teacher. All ESL, Bilingual and other available certified pedagogues administer the Listening, Reading and writing sections of the NYSESLAT according to state regulations for testing. Attendance is taken during the test and a schedule is created to make sure that all Absentee students get a make-up within the testing period.

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. 

Since our school opened its doors in September 2009, we are able to analyze four years of parent program choices. With our non-Spanish speaking parents and families of ELLs, the trend continues to be ESL. Parents are made aware of the availability of dual language programs in other schools, but most of those programs do not address the language needs of these families. Therefore the families continue to select ESL as their first choice and are always accommodated.

Our Spanish-speaking families tend to select bilingual classes to help their children develop literacy in both languages and facilitate the transition from Spanish to English. We continue to register students throughout the year, many of whom are newcomers from Spanish-speaking countries. These families are particularly interested in placing their children in TBE or Dual Language programs and are always accommodated.

There had been several parents who have requested Dual Language programs across grades. As a result, P.S. 443 opened a Dual Language program in Spanish and English in kindergarten in 2012-2013 school year.

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. The Family School uses ReadyGen and Learning Cultures for reading and writing (aligned to the Common Core Standards) and Go Math for mathematics instruction. The science and social studies curricula are embedded in ReadyGen. Specials include art (Grades K-2), music (Grades K-2), Math Skills (Grades 3-5), ELA Skills (Grades 3-5), and Technology. The school offers ESL push-in, self-contained ESL, Dual-Language Self-Contained and bilingual programs.
 - b. Block, Heterogeneous
K: Push-in ESL, Dual-language Self-Contained
1st: Push-in ESL, Dual-language Self-Contained
2nd: Self-Contained ESL, Bilingual
3rd: Push-in ESL, Bilingual
4th: Push-in ESL, Bilingual
5th: Push-in ESL, Bilingual, Bilingual ICT
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)?

The Family School P.S. 443 offers Spanish TBE, dual-language, and self-contained ESL classrooms, in addition to push-in services. There are three ESL teachers who push-in in order to meet the appropriate mandates. Support is given in the native language through preview/review, modifying materials, small groups to discuss content in Spanish. Lessons are differentiated by grouping students according to their language proficiency and areas of need. Native Language Arts in Spanish is provided one period a day through content area instruction.

For ELLs, in ESL, TBE, and dual-language classes, 360 minutes of instruction are provided for beginning and intermediate students, and 180 minutes of instruction are provided for advanced students. In ESL, mandated minutes are met through self-contained ESL classes or through push-in. ESL teachers teach all content areas in English using a variety of supportive methodology. Push-in ESL teachers push in primarily during the literacy block to best address listening, speaking, reading, and writing skills. Our goal is to help ELLs attain English language proficiency and for them to meet or exceed NY State and City Standards.
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.

Children are provided with multiple sources of information in order to assist them in building background knowledge and meaning about a concept through learner-centered instruction.

In all content areas, strategies for working with ELLs are utilized, such as graphic organizers, visuals, vocabulary introduction, small grouping with the teacher (in native language in TBE). Native language materials are prevalent throughout the school in classroom libraries, including general education classrooms, TBE classrooms, and during ESL lessons. Native language materials are also available in the school library.

Social Studies: Social Studies instruction is done in English through CCLS. Materials in English are available at many different levels. In order to express understanding through products students can express their understanding in Spanish.

Math: The instruction may switch to English instruction, but materials are available for them to complete their work in Spanish. Assessments are made available in both languages so that they can show understanding of the content area knowledge. In order for students to have more meaningful conversations about math (a focus of Go Math), students can participate in both English and Spanish. Previews and reviews in Spanish are provided during math instruction.

Science: Science is taught in English with a preview and review in the native language (only in TBE setting). Vocabulary is a key focus to prepare students for more hands-on investigations.

Language Arts/Literacy Development

Complex cognitive/literacy processes ie: prediction, inferring, making connections is scaffolded in English.

- The modules make concepts more explicit when taught in English. Visual aids and language experience charts support learning. Hands-on products make content more engaging and accessible.
 - (In TBE) Bilingual Centers/(In ESL) Centers: Learning/Task/Observation Centers that help students acquire content knowledge through exploration and interaction with materials that re-enforce and complement themes in addition to hands-on projects.
 - Content support and conceptual development are offered through differentiated instruction (i.e. small groups, visual/audio/kinesthetic support, scaffolded/tiered assignments). Linguistic pre-view/review/summary is given in small groups to students who need extra support in the native language (in TBE) and in English in ESL to make content area concepts accessible.
- Comprehensive Literacy Plan:

Students are supported with both English and NLA development (in some components of Balanced Literacy in TBE) through the following balanced literacy model:

Read Aloud (NLA), Guided Reading, Independent Reading (NLA), Unison Reading, Writing Demonstrations (persuasive, narrative, and informational), Shared Writing, Response to Literature and Independent Writing

Children will have opportunities for: Speaking, listening, reading, and writing experiences for a variety of authentic/meaningful purposes and audiences in both the Native and English Language.

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

The Spanish Lab is administered to new TBE or Dual Language students .

Writing: Writing assignments are allowed to be done in Spanish to see students' skills in their native language.

Reading: Informal assessments/conferences are done early on to determine their comfort level in reading (ability to decode and comprehend).

Math: Math assessments are available in Spanish.

Content areas: Students can demonstrate their understanding in Spanish if necessary (written or oral).

Standardized assessments (ELE) are also administered in 3rd, 4th, and 5th grade bilingual classes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers conference, do running records, conduct informal observations, and administer DYOs at least three times a year in order to assess all four modalities. Student also have the opportunity to share their work and use rubrics in classrooms.

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)N/A

b) Spanish-speaking families of newcomers may choose between the TBE, Dual Language, and ESL programs for their children. These children will be assessed through Easy CBM, Go Math assessments, and other work samples that show mastery of CCLS. In the

TBE, Dual Language, and Self-Contained classes, appropriately-certified classroom teachers will provide mandated ESL units. Extended day support will be provided to students who are not meeting grade-level bench marks.

An after-school program will be implemented for Spanish-speaking upper-grade newcomers (3rd, 4th, and 5th) to receive literacy support in their native language as well as Basic English skills. In addition, 3rd, 4th, and 5th grade newcomers spend Extended Day with an ESL or bilingual teacher to practice fluency, basic conversations and basic English skills. Within the classroom, centers will be utilized to help students learn basic skills, and in the classroom they will have partnerships that will help them navigate their new classroom and school and utilize their English.

Families with linguistic backgrounds other than Spanish will be served with the ESL program. These children will be assessed through Easy CBM, Go Math, and other work samples that show mastery of CCLS. In General Education classes, ESL Push-in mandated units will be provided by ESL teachers. Extended day support will be provided to students who are not meeting grade-level bench marks.

c) For the ELLs in this category, we have identified the students' modalities that are most in need of strengthening. We have analyzed the results of the NYSESLAT in order to pin-point whether the needs lie in reading or writing, because in our school these two areas are generally weakest. For writing, ESL teachers have been forming small strategy groups with these students that are based on assignments, informal assessments and conference notes data. In these groups, students have the opportunity to work on specific skills such as paragraph writing, using descriptive language, or grammatical points including subject-verb agreement and correct English sentence structure. In reading, these students also benefit from strategy groups within Guided Reading.

d) N/A

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?

One instructional strategy that is used for ELL-SWDs that provides access to academic content areas and English language development is flexible grouping. Both students with disabilities and language learners are paired with general education students. This model helps to provide this particular group of students with exemplars of academic content and language. Another instructional strategy that is used in the classroom is learning centers. Learning centers give language learners and SWDs the opportunity to engage in small group instruction with hands-on activities. All ELL SWDs receive mandated ESL requirements according to their proficiency level. ELL-SWDs whose IEP mandates monolingual instruction without ESL are provided with the ESL mandated requirements according to proficiency level.

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?

Teachers are given the opportunity to scaffold and modify curriculum and instruction based on students' needs and goals on their IEPs. Many of our students that are labeled as language learners and SWDs are receiving SETSS services, which is one of the least restrictive environments that can be provided with an IEP. All these interventions are part of a teacher's schedule and administration has allowed the flexibility for these learning opportunities to take place in the classroom.

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

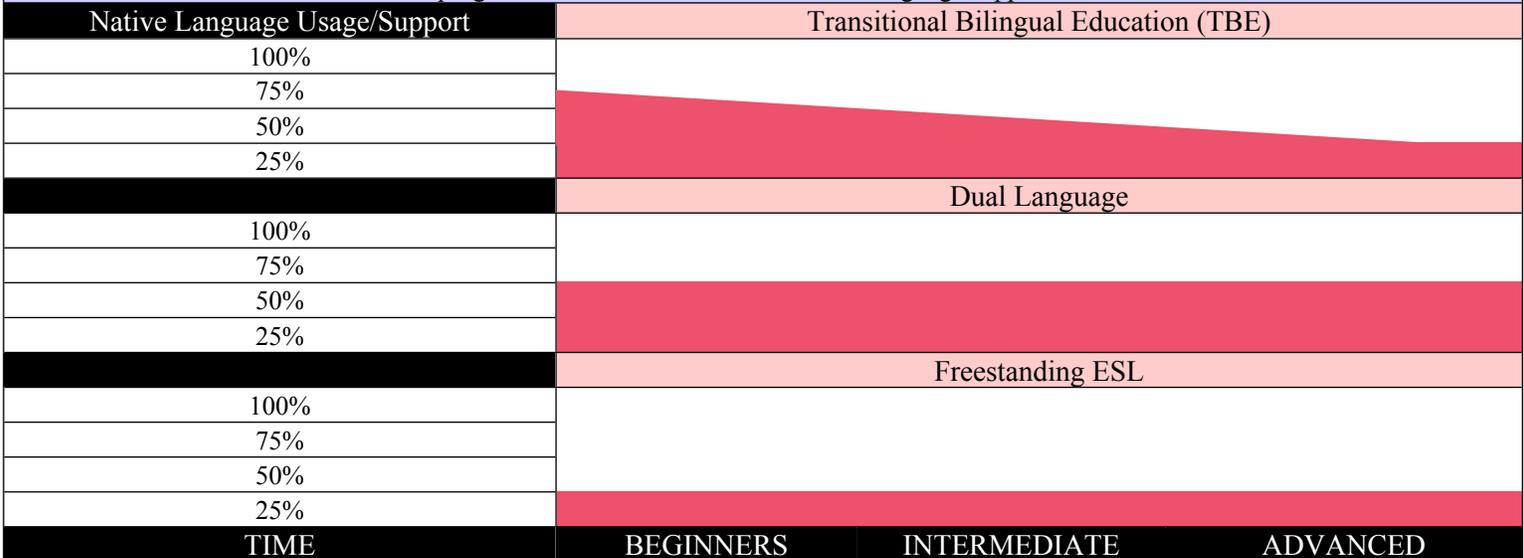
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Our SIFE, Newcomers, longterm ELL's and SWDs are offered different intervention programs and our part of the schools RTI. ELLs-SWD are placed in an ICT class where they are provided with two teachers. They are also integrated with general education students that serve as appropriate models in both language and in the content areas. Teachers work in small group instruction with these targeted students. These students are also part of our extended day program and after school programs. These programs have been formed for at risk students or students with high needs to ensure progression through small group instruction. ELLs with disabilities are eligible to receive intervention through SETTS in literacy and math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In both ReadyGen and GoMath, there are opportunities for scaffolding and vocabulary support for small group instruction for ELLs
11. What new programs or improvements will be considered for the upcoming school year?
- The school will be introducing the Estrellita program to support literacy and phonics in Spanish for ELLs in dual language and bilingual classes. ReadyGen and GoMath are other curricula the school will be using.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs/services for ELLs 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.
- All ELLs receive physical education, music and art according to Part 100 requirements. Enrichment opportunities and all after-school programs are open to all students including ELLs. ELL students participate in all these offerings. The Family School is offering The Rising Stars after-school program, a Title I program, which supports test preparation for the ELA and Math state tests. Title III Immigrant Funding supports ELLs in preparation for the NYSESLAT. Regular Title III funding supports newcomers in literacy and oral language development. Both Title III programs are targeted for English Language Learners and occur after-school. General education teachers are supported through professional development workshops on best practices for ELLs. Also, TBE/ESL/Dual Language teachers plan collaboratively with general education teachers to support the use of best practices for ELLs.
- Bilingual classes are provided additional push-in support from paraprofessionals for over 50% of the week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional materials are used to support ELLs in ELA such as Wilson Foundations and Words Their Way. Realia, manipulatives, SMART boards, mimios, computer programs including Lexia, access to a computer lab and classroom laptop carts for each grade are also available.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELLs receive native language support through literature available in Spanish. There are also glossaries and libraries available in Bilingual and Dual Language classrooms.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Grade-appropriate resources and support are provided within the ReadyGen and GoMath curricula. Teachers also provide grade appropriate visual and manipulatives to support students learning.
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.
- Families of newcomers are encouraged to participate in summer programs and activities offered by the school, including a school walk-through, meeting the administration and the parent coordinator, and attending educational parent workshops.
18. What language electives are offered to ELLs?
- No language electives are offered to ELLs at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

a. Kindergarten: 50% English, 50% Spanish

1st Grade: 50% English, 50% Spanish

b. EPs and ELLs are integrated the whole instructional day. No content areas are taught separately.

c. Languages alternate weekly for all subjects.

d. Self-contained Dual Language model is used.

e. Both languages are taught at the same time.

C. Professional Development and Support for School Staff

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

1. The following professional development workshops are available to all teachers in the school:

ReadyGen and GoMath PDs are offered at the school. All school personnel have the opportunity to attend this professional development, including assistant principals, common branches teachers, bilingual teachers, ESL teachers, and special education teachers.

2. The ELL Coordinator, ESL teachers, and bilingual teachers attend the following workshops offered by the Office of English Language Learners and Network 606.

Response to Intervention (From data to intervention): 10/28/13, 12/2/13

Improving ELL Achievement with CCLS-Aligned Instruction: 11/8/13, 12/12/13, 1/24/14

The parent coordinator and the secretaries attend workshops that address their roles within ELL compliance and instruction, when applicable, which are provided by the NYC Department of Education and Network 606.

Weekly Bilingual Inquiry with support from Network ELL Specialist (One form of assessment evaluated: Lexia/ELL RTI)

3. Staff is given opportunity to allow students to transition to different classrooms on their own to prepare them to the similar structure in middle school. Gender meetings are also organized for 5th graders. At these meeting many topics are discussed about situations that students may encounter or difficulties they may face within the middle school setting.

4. PDs and workshops are offered by the network, Office of ELLs, and in-house PD study groups and intervisitations to support student needs according to data findings and trends. Staff who attend PD's off site also turnkey on PD days or during Lunch and Learn.

D. Parental Involvement

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

1. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Evening parent workshops include three math workshops, two literacy workshops, and two health workshops.

At The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teach them to also work on assignments with their children at home. We try to make every opportunity a learning experience for all parents/guardians whether they are parents of ELLs or not: effective parental involvement proves to make student achievement increase. Therefore, the entire community is invited to partake in learning events such as, "Family Hour" which is an opportunity for parents and guardians to become active in the classroom and learn what their child is learning, family learning workshops, including health and parenting information, school events, and parent teacher conferences. There are parent workshops specific to ELLs as well. In the past, we have offered ESL and GED classes to families and hope to offer this opportunity again. All of these workshops are planned and executed in accordance with State standards. Parents are informed of the importance of these standards and how they affect the education of their children. During these workshops, parents and children work together with hands-on activities using many of the same strategies used in the classroom during the school day. All information sent home is translated so the entire community feels welcome and understands the information going home. Parents of ELLs are notified of events and PTA meetings through the monthly parent calendar including the dates of NYS assessments. Parents and guardians of ELL students can always receive translation and interpretation services, and the majority of the school staff also speak a variety of languages which help in situations where communication is necessary. Also, parents of ELLs are invited to experience and participate in simulated conflict resolution sessions. Parents are encouraged to participate in the SLT Committee. Translations are available when needed.

2. Our school partners with multiple organizations that provide culturally relevant and linguistically appropriate programs. Bronx Works provides free ESL classes for parents of ELLs in school. Our Parent Coordinator develops parent workshops with Bronx Works to better assist families with literacy and math homework. Morningside also provides free workshops to ELL families in conflict resolution. We also partner with Translation and Interpretation services.

3. Classroom teachers' informal conversations with parents, parent-teacher conferences, PTA and SLT meetings all provide opportunities for our school to evaluate the needs of parents. Additionally parents' needs are evaluated through data on target populations, interviews with community leaders, parents/guardians, surveys, language surveys, registration packets and request from parents/guardians that call or walk into the school. The parent coordinator works closely with the ELL coordinator to support parents' understandings of the programs for their ELL children. All workshops provided by the parent coordinator include the parents of ELLs. Invitations to all events provided by The Family School are sent to the families of ELLs. The parent coordinator is always available to help parents and answer their questions.

4. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are designed to educate families, make them aware of services in the community, connect them to CBOs, and provide support. The activities address the needs because we focus on what the families in our communities require: health, educational, cultural, and recreational programs; social support and trainings; family activities that link to learning skills and talents, including summer programs for students. We also determine the needs of the parents as expressed in conversations, conferences, PTA and SLT meetings.

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.

The Data used in this document is based on reports generated from ATS on 10/31/13

Part VI: LAP Assurances

School Name: The Family School P.S. 443

School DBN: 09X443

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Lee	Principal		11/15/13
Simone A. McIntosh	Assistant Principal		11/15/13
Millicent Matos	Parent Coordinator		11/15/13
Paulina Akonu-Atta	ESL Teacher		11/15/13
	Parent		
Arlene Hernandez	Teacher/Subject Area		11/15/13
Kristina Stathis	Teacher/Subject Area		11/15/13
Janine Bigio-Esposito	Coach		11/15/13
Tonya Green	Coach		11/15/13
KerryAnn Torres	Guidance Counselor		11/15/13
	Network Leader		
Christine Thelen	Other <u>Teacher/ESL</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X443 School Name: The Family School

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

During registration a Home Language Identification Survey is filled by all parents. The Family School's written translation and oral interpretation plans are based on the data collected from the HLIS. (ATS report RHLA as of November 2013)

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.

Based on the ATS report RHLA as of November 2013, 45% of our school's population are Spanish speakers, 36% speak English, 4.3% speak Bengali 3.4% speak Mandika and 7.3 speak other languages. Thus, our major interpretation needs is for our Spanish speaking parents.

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.

Letters and Notices sent home to parents are in English and Spanish. School Messenger automatic phone system is also used. At all school events and activities, translation services are provided for parents by staff members as well as by volunteers. Staff members that have parents who communicate through other languages use "The Translation & Interpretation Unit" which is posted in the main office.

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.

Parents and Guardians who require oral translations in Spanish, French and Mandika are provided with translation services by staff members and parent volunteers. When a translator is unavailable, "The Translation & Interpretation Unit" is contacted.

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

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Family School	DBN: 09X443
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: 45 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # 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:

The following program will help ELL students attain English proficiency while meeting State academic achievement standards. This program will be provided after school. The program is designed to serve ELL students who have achieved either an advanced or proficient score on the listening/speaking portion of the NYSESLAT, but who are still beginner or intermediate in their reading/writing skills. The after-school program is aimed at strengthening the reading and writing skills of these students, which will increase the number of ELL students reaching English proficiency. It will also promote the development of academic language for ELLs. This will better prepare ELLs for city and state standardized tests.

2 certified ESL and 1 Bilingual teacher will work with a total of 45 students from Grades K, 1, and 2 in three learning groups. Group size will not exceed 15 students.

The ESL After-School program, in collaboration with the classroom teachers, will provide additional instruction and activities with the following goals:

- To substantially strengthen the reading and writing skills of the beginning and intermediate level ELL students
- To raise the percentage of ELL students reaching English proficiency to 20%.
- To promote more participation in content area classrooms and improved performance of ELLs.
- To develop ELL students' higher order thinking skills using work model approaches that engage ELL students in critical thinking and Principles of Learning.
- To empower ELL students to become accountable for their learning.

Teacher Certification:

2 ESL Teachers

1 Bilingual Teacher

Rationale:

Our program will enhance students' L2 acquisition while developing academic language and classroom

Part B: Direct Instruction Supplemental Program Information

participation. Educational theory, along with Vygotsky's ZPD, tells us that participation promotes knowledge. It is our goal to guide students to the level of participation, interaction, and development of academic language to acquire English language skills. We will achieve this goal through one main focus: small group instruction to improve upon test sophistication for the NYSESLAT and the ELA, with a particular emphasis on writing skills for beginner and intermediate students. Learning Standards for English as a Second Language: Standard 1: Students will listen, speak, read and write in English for information and understanding; Standard 4: Students will listen, speak, read and write in English for social and classroom interaction.

Grade Levels:

Participants will be ELLs in grades K, 1 and 2 because children in those grades will be required to meet increasing academic language challenges in the years ahead. NYSESLAT scores indicate that these students need the most academic support in reading and writing skills.

Language of Instruction:

English will be used as the main language of instruction, implemented by 2 ESL and 1 Bilingual certified Teachers, and supervised by the school Assistant Principal.

Schedule and Duration:

The program will meet on Tuesday and Thursday from 3:05 p.m. to 4:35 p.m. starting on Tuesday, January 8, 2012 through Thursday, May 9, 2012.

Materials:

We will use the Attanasio and Associates NYSESLAT preparation books, "Getting Ready for the NYSESLAT and Beyond." We will purchase additional books as needed.

Part C: Professional Development

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

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

Begin description here:

Rationale:

The professional development that we will provide for Title III is part of the school's professional development plan as outlined in the LAP.

Three ESL Teachers and a Bilingual teacher will attend three workshops offered by Network 606. These

Part C: Professional Development

workshops will focus on Supporting ELL Achievement through CCLS-Aligned Planning, Instruction, and Assessment. They will place emphasis on implementing the CCLS in support of the Citywide Instructional Expectations with a goal of strengthening student work and teacher practice for ELLs. Participants will turnkey to other ESL/Bilingual colleagues to support the Title III program.

In addition, an inquiry team of ESL and Bilingual teachers will meet to discuss and share ideas about the needs of ELLs in content area learning and strategies to address those needs. They will also look at strategies to improve scores on the NYSESLAT .This will promote collaboration among teachers of ELLs, and it will also be an avenue for teachers to share resources.

Teachers to receive training:

The workshops offered by Network 606 will be available to three ESL teachers and one Bilingual teacher. The ESL team meeting will consist of only ESL and Bilingual teachers.

Schedule and Duration:

The three workshops offered by Network 606 on Supporting ELL Achievement through CCLS-Aligned Planning, Instruction, and Assessment will be held on 11/9, 12/11, and 1/8. The ELL team meetings will meet once a month.

Topics to Be Covered and Name of Provider:

Improving ELL Achievement through CCLS-Aligned Instruction by Network 606 (Amanda Gardner)

Strategies to improve ELL literacy by ESL and Bilingual teachers.

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:

At P.S. 443 The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teaching them to also work on assignments with their children at home. We also celebrate the different cultures in our school and promote cultural awareness and appreciation. We try to make every opportunity a learning experience not only for the students but also for their parents/guardians.

Schedule, Duration and Topics to Be Covered:

Part D: Parental Engagement Activities

"Family Hour" is an opportunity for families to come to their children's classrooms from 2 - 3 p.m. on Fridays. This time enables families to participate in their children's learning and better understand how to help their children with schoolwork at home. This is particularly helpful for families of ELLs that are otherwise not able to assist their children with homework. The time allows the ELL families to feel more of a part of the school/learning community.

"The Hispanic Heritage Celebration" is an event held on the third Friday in October, which falls during Hispanic Heritage Month. Its purpose is to recognize and celebrate Latin American culture. This event has particular significance at the Family School because many ELLs are from this cultural group. All children and their families are invited to the cafeteria, where there are many activities all centered on Latin American culture. These include craft-making activities, such as making a "sombrero" out of a cookie, creating jewelry, and designing flags. In addition, there is a zumba activity to promote physical fitness. Finally, everyone shares Latin American cuisine together.

"Parent Workshops" are offered to parents, including parents of ELLs. These workshops will be held on 10/26, 11/30, 12/21, 1/25, 2/1, 4/26, and 5/31. Math, literacy, and health topics will be covered, with the aim that families will feel more empowered and better assist their children with homework; through this, they will feel more involved in their children's learning. These workshops will be provided by staff at the school, at no cost.

"College and Career Day", celebrated at The Family School on 11/28, is aimed at encouraging ELLs to start thinking about the colleges they would like to go to and the career paths that they wish to follow. At the Family School, we believe in giving all students an equal opportunity to follow their dreams by equipping them with the tools they need to be ready for the working world. During this celebration, representatives from city and state colleges are invited to speak about their schools. In addition, some working parents, together with invited guests, meet with students to talk about their different careers and answer questions.

"Game Night", held on 11/28, will be an opportunity for parents, teachers and students to get together in a friendly, communal atmosphere to compete in games and create arts and crafts. Game Night opens the doors of the school to ELL families to get them more involved and invested in their children's education. It establishes friendship between families and the school community and also supports parent-child relationships.

How Parents Are Notified:

Parents are notified via letters sent home with children in their home/school communication folders. The letters are translated into several languages for the diverse populations represented in our school. Additionally, fliers are posted around the school, notifying parents of workshops. Last, the parent coordinator reaches out to parents to notify them in person and on the phone.

Part E: Budget

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

Allocation Amount: \$

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