

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**16k005**

**School Name:**

**DR. RONALD E. MCNAIR**

**Principal:**

**LENA GATES**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Pre K – 5<sup>th</sup> grade & SE 12:1:1 School Number (DBN): 16kK005  
School Type: Elementary Grades Served: \_\_\_\_\_  
School Address: 820 Hancock Street, Brooklyn ,New York 11233  
Phone Number: 718-574-2333 Fax: 718-574-3925  
School Contact Person: Lena Gates, Principal Email Address: lgates@schools.nyc.gov  
Principal: Lena Gates  
UFT Chapter Leader: Shawndel Stewart  
Parents’ Association President: Suhalia Abdullah  
SLT Chairperson: Lena Gates  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 16 Superintendent: Evelyn Santiago  
Superintendent’s Office Address: 1010 Lafayette Avenue Rm 135, Brooklyn NY 11221  
Superintendent’s Email Address: ESantiago@schools.nyc.gov  
Phone Number: 718-574-2834 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 612 Network Leader: Cynthia Felix

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed 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.

| Name               | Position and Constituent Group Represented                                                                                        | Signature<br>(Blue Ink) |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Lena Gates         | *Principal or Designee                                                                                                            |                         |
| Shawndel Stewart   | *UFT Chapter Leader or Designee                                                                                                   |                         |
| Suhalia Abdullah   | *PA/PTA President or Designated Co-President                                                                                      |                         |
| Darlene Graham     | DC 37 Representative, if applicable                                                                                               |                         |
|                    | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                    | CBO Representative, if applicable                                                                                                 |                         |
|                    | Member/ Staff                                                                                                                     |                         |
| Cindi Van Petten   | Member/ Staff                                                                                                                     |                         |
| Tracey Pickett     | Member/ Staff                                                                                                                     |                         |
| Danetra McLaughlin | Parent                                                                                                                            |                         |
| Angel Williams     | Parent                                                                                                                            |                         |
| Shirley Reynolds   | Parent                                                                                                                            |                         |
| Natifa Dawson      | Parent                                                                                                                            |                         |
|                    | Member/                                                                                                                           |                         |

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework |                                                                                                                                                                                                                                                                     |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                         | <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2.                                         | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                                                                                               |
| 3.                                         | <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                  |
| 4.                                         | <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                                 |
| 5.                                         | <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                            |
| 6.                                         | <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                                          |

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Dr. Ronald E. McNair School affirms as its central mission that every child has the right to a quality education in a safe and secure environment which reflects high expectations and high academic standards; that "literacy" is the first and most essential goal; and that every child can, and will succeed in ways that mirror his or her aptitudes, interests and culture. We wish to further indicate that P.S. 5 and its community will focus upon the attainment of the highest levels of academic achievement, interpersonal development, self-actualization and cultural awareness to ensure that each child will become a contributing member of his or her community, our nation, and the world of the 21st century. The Dr. Ronald E. McNair-Public School 5 is located in the Bedford Stuyvesant section of Brooklyn. It is an elementary school that services students from Pre-K to 5th grade. There are currently 312 students in attendance. African American students make up 78% of the school's population. There are 16% Hispanic or Latino, 3% White and 2% Asian or Native American. 90% of the population is eligible for free lunch. The annual attendance rate per year is 91%. The teaching staff is 100% state certified.

The Dr. Ronald E. McNair-Public School 5 strives to provide students with the best education possible. For the school year 2013-14-we remain in good standing and received a proficient on our school quality review. We continue to search out new methodologies that will assist us in improving instruction and meeting the needs of our students. The National Urban Alliance (NUA, Dr. Jackson) & The Leader In Me Program is a new method used at P.S. 5 to enhance students' outcomes in Reading and Writing. The ideology of concentrating on both academic and social strengths to improve upon weakness in both areas has proven to be an asset to the instructional practice. Thinking Maps enrich curriculum. Students are practicing skills taught through Thinking Maps in all areas of study. Our Reso-A grant award has outfitted every class room with Promethean Boards. This program allows for the ELL population and the students with IEPs to work in small groups to enhance and develop ELA skills through technology.

Our strengths can be considered through the following implemented activities: Monday professional developments, increased observations, alignment of curriculum, after-school program, Saturday school programs, Inter-school Teacher Development Coach, enhanced programming through the Robin Hood Library and the NY Public Library Program. We have also considered the whole child and community in increasing student outcomes; the programming day has been modified to include a dance program and Art program provided by Materials for the Arts.

Much focus was placed on student learning and how students learn best. Teachers developed grade data teams that focus on student data outcomes. Inquiry continues to help teachers use data to identify student strengths and weaknesses. Our MOSL team has been effective in choosing Measures of Student Learning for our building. Teams were developed to assist with improving the culture and climate of the building. The Lighthouse Team, Principals Cabinet and School Leadership Team has enhanced the range of ideas and views for the student community and activities. Teachers are modifying their teaching strategies to focus on the strengths of their students, rather than their weaknesses.

This year's focus is improving our Math & ELA proficiency levels on state exams. We are focusing on instilling a greater consistency in instructional tasks that will include multiple entry points at high levels to address the instructional needs of all students in all grades. We will implement systems across all content areas to evaluate school-wide initiatives programs and policies in order to adjust practices among educators to ensure student achievement across all subject areas.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Rigorous Instruction- High Standards are set in every classroom; with a focus on customized, inclusive and motivating instruction, as well as active student engagement developing critical thinking.

Based on the NYS Common Core 201 Math Scores for all grades (3, 4, 5) 8% of the students scored a Level 3 or 4. The remainder of the students (92%) scored level 1 or 2. This data reflects a downward trend of – when compared to the NYS 2013 scores for all grades (3-6).

Based on the 2013- 2014 School Quality Review Report our school received a “Developing” for QR Indicator 1.2. The report stated the following: “Develop greater consistency in instructional tasks that include multiple entry point’s high level s to address the instructional needs of all students and support deep thinking in preparation for college and careers (1.2).

Informed by Capacity Framework Element- Rigorous Instruction, current data and most recent Quality Review, there is a need to refine the use of strategies that provide scaffolds and multiple entry points. This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, most teachers will implement targeted instructional strategies that will provide multiple entry point and challenging tasks that demonstrate high-order thinking that will result in a 2% increase of students in grades 3-5 increasing math levels as measured by the NYS math assessment.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:                                                                                                                                                                                                                                                                                                                        | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol> |                                                        |                                                           |                                                                                                          |
| <ul style="list-style-type: none"> <li>• Teachers will review and analyze the data from the 2013-2014 NYS math assessment.</li> <li>• Identify the key math focus standards. Minimize the number</li> </ul>                                                                                                                                                                                                                                                                                                         | Students<br>level 1 & 2                                | September<br>2014-<br>December<br>2014                    | Administration &<br>Teacher Teams                                                                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <p>of common core math standards for instruction and mastery.</p> <ul style="list-style-type: none"> <li>• Teachers will administer the Common Core Baseline Assessment in October and monthly common core aligned school-wide assessments for math. Monitoring of students with disabilities, ELL's and a targeted group of students in grades 3-5 will be highlighted for progress.</li> <li>• Review the math curriculum, Go Math and the State math curriculum and aligned them to the major clusters highlighted in the NYS common Core math assessment.</li> <li>• Students in grades 3-5 will be grouped according to their skill levels. This will include ELL's and SWD's.</li> <li>• The ESL teacher will increase the time spent with students in class, push in model.</li> <li>• Teachers will engage in professional development each Monday to work on instructional practice: differentiation, to assist students.</li> <li>• Add three additional student-led math conferences with parents for students to continue to focus on their math progress.</li> <li>• Add four effective and highly effective teachers from neighboring school to provide Saturday math instruction.</li> <li>• Assign high achieving math high school tutors from two neighboring to assist students in grades 3-5 for two hours in the after-school program and three hours on Saturday.</li> <li>• Teachers will use the interactive board for instruction.</li> <li>• Assign the computer lab teacher will work with students in grades 3-5 so that she can work directly on math skills which is aligned to the NYS Common Core Standards.</li> <li>• Students Disabilities have received individual laptops for daily use.</li> <li>• Provide all teachers with the school developed pacing math calendar which also indicates the time frame for assessment.</li> </ul> |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher training, per session pay, instructional materials. Saturday Academy

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |   |                      |  |                  |  |                  |  |               |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|
| x | <b>Tax Levy</b> | x | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

**Part 6b.** Complete in **February 2015**.

|                                                                                                                   |   |     |  |    |
|-------------------------------------------------------------------------------------------------------------------|---|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | x | Yes |  | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Supportive Environment- a school culture where student feel safe, supported and challenged by their teachers and peers; and are engaged in ambitious intellectual activity.

Based on the 2013- 2014 School Quality Review it states that “The school has created a safe and respectful learning environment that nurtures and supports students’ social and academic growth. (1.4)”

The QR also states that the school has adopted various initiatives such as the “Leader in Me” to create positive and respectful school culture. Teachers receive training that focuses on the seven habits of effective leadership and opportunities that promote student leadership such as student led Town Hall Meetings, student- led conferences and student government. The report from the School Quality Review states students and parents express that they are feeling safe and respected in school.

The School Quality Review for 2013-2014 the school received a Proficient rating for QR indicator 1.4, maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. The school also received a Proficient rating for QR indicator 3.4, establishing a culture for learning that communicates high expectations to staff, students and families, and provides supports to achieve those expectations.

Informed by Capacity Framework Element-Supportive Environment, current data and the most recent Quality Review, there is a need to establish a systematic unified set of high expectations for students and provide clear, focused, and effective feedback and guidance, including subgroups, which will have students own their educational experience that will prepare them for the next level. This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, all teachers will implement instructional strategies from the Leader In Me initiative that will result in a 1% increase in student attendance as measured by the school attendance annual data.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change                                                                    |                                                        |                                                           |                                                                                                          |
| 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).                |                                                        |                                                           |                                                                                                          |
| 7. Strategies to increase parent involvement and engagement                                                                                                                                  |                                                        |                                                           |                                                                                                          |
| 8. Activities that address the Capacity Framework element of                                                                                                                                 |                                                        |                                                           |                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Trust                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| <ul style="list-style-type: none"> <li>A new attendance team will be developed to include teachers and other school support personnel. The attendance team will assess student attendance and lateness for the school year 2013-2014 set up a monitoring system for the students. All families will receive reminder letters about the importance of daily attendance.</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>Weekly attendance meetings will be conducted.</li> <li>Systems for monitoring student absences and lateness will be put in place. Students will receive late passes at the designated time upon arrival in the building. The attendance team will cross reference student lateness before scanning the attendance for the day.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>Teachers will continue to receive training for the Leader In Me initiative to assist students with building confidence and leadership skills. Students having school leadership roles tend to come to school regularly and on time.</li> </ul>                                                                                             |  |  |  |
| <ul style="list-style-type: none"> <li>Student-Led award assemblies will be held to highlight attendance improvement as well as students who have perfect attendance.</li> </ul>                                                                                                                                                                                                  |  |  |  |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|                                                                                                     | Tax Levy |  | Title I Basic |  | Title IIA |  | Title III |  | Grants |
|-----------------------------------------------------------------------------------------------------|----------|--|---------------|--|-----------|--|-----------|--|--------|
| List below any additional funding sources that will be utilized to support achievement of the goal. |          |  |               |  |           |  |           |  |        |
|                                                                                                     |          |  |               |  |           |  |           |  |        |

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

|  |
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|--|

**Part 6b.** Complete in **February 2015**.

|                                                                                                                    |          |     |  |    |
|--------------------------------------------------------------------------------------------------------------------|----------|-----|--|----|
| 11. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | <b>x</b> | Yes |  | No |
| 12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |          |     |  |    |
|                                                                                                                    |          |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### Collaborative Teachers

Teachers committed to success are driven to improve learning in their classroom and across the school. School leadership pays deliberate attention to professional growth; culture of continuous improvement and developing a school-based professional community.

Based on the 2013-2014 School Quality Review it states that teachers meet weekly to review State benchmark item analysis results to determine implications for teaching across the grades. “Teachers use formative and summative assessments and ongoing checks for understanding that provide data to identify student learning needs, adjust instruction and support improved student mastery (2.2).”

The 2013-2014 school quality review also states that the school allocated funds to hire a data specialist consultant to work with teachers twice weekly to analyze summative and formative data and use the information to plan instruction to raise the levels of student achievement. Additionally, the principal budgeted funds to hire substitute teachers to enable classroom teachers to attend workshops at in-house and outside venues and turn-key the information to their colleagues.

The 2013-2014 School quality Review rated the school as proficient in the QR indicator 4.1, which serve teachers using the Danielson Framework for teaching along with the analysis of learning student outcomes to elevate school wide instructional practices and implement strategies that promote professional growth and reflection and QR indicator 1.2. Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. The Elementary School Snapshot states that teachers work well together. Informed by the Capacity Framework Element-Collaborative Teachers the 2013-2014 School Quality Review states that although teachers sit on teams and engage in collegial inter-visitations, visit other schools and share best practices, systems to evaluate the quality of teacher team work are not yet in place.” The lack of structures across all subject areas to monitor students-progress decreases opportunities to adjust curriculum, target resources and inform teachers instructional practices to increase student achievement in all content areas. There is a need to develop systems to evaluate the quality of teacher teams, inter-visitations, sharing if best practices so that the progresses of students increase across all subject areas. This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, most teachers will implement the Edivation PD 360 professional development program, providing feedback to administration, which will result in a 1% increase in student achievement in writing.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>17. Strategies to increase parent involvement and engagement<br>18. Activities that address the Capacity Framework element of Trust | <b>Target Group(s)</b><br>Who will be targeted? | <b>Timeline</b><br>What is the start and end date? | <b>Key Personnel</b><br>Who is responsible for implementing and overseeing the activity/strategy? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Teachers will analyze student data from school-wide and NYS Common Core ELA and math assessments.</li> <li>NexEd, Data Analysis Company, will provide site-based professional development to teacher teams that will assist them with data analysis. Teachers will identify student needs and group students according. Teachers will plan for all subgroups including ELL's and SWD.</li> </ul>                                                                                                                                                                                                             |                                                 |                                                    |                                                                                                   |
| Teacher Teams will analyze current curriculum for possible change or revision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |                                                    |                                                                                                   |
| <ul style="list-style-type: none"> <li>A professional development committee will be developed. They will develop their meeting schedule. A professional development plan will be created and submitted to the administration.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |                                                 |                                                    |                                                                                                   |
| <ul style="list-style-type: none"> <li>Every Monday will be designated for professional development activities. Teacher teams and differentiated professional development models will take place at this time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                 |                                                    |                                                                                                   |

**Part 4 – Resources Needed**

|                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <br><br>                                                                                                                                |

**Part 5 – Budget and Resource Alignment**

|                                                                                                              |                 |  |                      |  |                  |  |                  |  |               |
|--------------------------------------------------------------------------------------------------------------|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. |                 |  |                      |  |                  |  |                  |  |               |
|                                                                                                              | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |                 |  |                      |  |                  |  |                  |  |               |
| <br><br>                                                                                                     |                 |  |                      |  |                  |  |                  |  |               |

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

**Part 6b.** Complete in **February 2015**.

|     |                                                                                                                |                                     |                          |                          |                          |
|-----|----------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |                                     |                          |                          |                          |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Effective School Leadership principles lead change at the community level in efforts to nurture the leadership development of others and provide guidance over time to sustain a coherent instructional program.

The 2013-2014 School Quality Review states that “the principal has made organizational decisions to support school-wide goals in order to increase levels of student achievement (1.3). Funds from a Reso A grant totaling \$278,000.00 was used to purchase interactive boards, interactive tables, upgrade computer lab and purchase laptops. Funds were also allocated to increase technology as a tool for learning, in efforts to increase professional collaborations; teacher team meetings and after school and Saturday programs. Teachers meet to share best practices and analyze summative and formative assessments. Consequently, students are making gains in ELA and math as evidenced by increased performance on unit and benchmark assessments over the baseline assessments administered in the fall and have led to teachers expressing that they feel supported in their professional development.

Based on the 2013-2014 School Quality Review the school received a Proficient rating the QR indicator 4.2, engage instructional professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

School Quality Review Indicator 4.1 received a proficient rating. It states that teachers are observed using Danielson Framework for Teaching along with analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote growth and reflection. Informed by the Capacity Framework, effective school leadership needs to develop systems to evaluate the quality of teacher team work. The 2013-2014 School Quality Review states “The lack of structures across all subject all subject areas to monitor students’ progress decreases opportunities adjust curricula, target resources and inform teacher’s instructional practices to increase student achievement in all content areas.” Based on the information gathered from the 2013-2014 School Quality Review there is a need to develop systems and structures across all subject areas that will monitor student progress, adjust curricula and inform teachers of instructional practices that will increase student achievement. This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, all teachers will receive effective feedback and next steps from classroom observations and cycles of student work sample collections that will result in a 1% increase in student NYS ELA assessment for students in grades 3-5 and school-wide benchmarks for students in grades K-2.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>27. Strategies to increase parent involvement and engagement<br>28. Activities that address the Capacity Framework element of Trust                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• All teachers will receive additional assistance in understanding the Danielson Framework for Effective Teaching. All feedback will be given to teachers, verbally and/or written within 15 days of the instructional observation.</li> <li>• Systems for monitoring student progress will be improved by creating schedules and calendars for assessments and material due dates.</li> <li>• The high school mentoring program will be developed to assist students with math skills.</li> <li>• The Adelaide Sanford Learning Center will be developed to assist students with academic needs. Students with disabilities and ELL students will benefit deeply from activities developed in the learning center. A deep focus on student strengths and weakness will be the basis for the small group instruction. Students will receive appointment schedules. Parent will be able to meet with tutors and teachers of the learning center.</li> <li>• Pacing Calendars and schedules will be developed to ensure deep work in the instructional areas.</li> <li>• Materials in the Arts and a creative dance program enhance the school instructional environment.</li> <li>• The after-school program and Saturday program will be developed to address student deficiencies.</li> </ul> |                                                        |                                                           |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                        |                                                           |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                        |                                                           |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                        |                                                           |                                                                                                          |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|  |                 |  |                      |  |                  |  |                  |  |               |
|--|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|
|  | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|--|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

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**Part 6b.** Complete in **February 2015.**

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|--------------------------------------------------------------------------------|----------|-----|--|----|
| 31. Did the school meet the mid-point benchmark(s) in the timeframe specified? | <b>x</b> | Yes |  | No |
|--------------------------------------------------------------------------------|----------|-----|--|----|

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                                   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                          |

The 2013-2014 School Quality Review states the school’s affiliations with programs such as “Innovations” a technology based program that connects with students via telephone with tutors from business community and IT learning that tracks students’ progress is accessible to parents and contributed to greater student engagement, decrease truancy and the number of incidents and suspensions. The school’s demographic outline demonstrates the many community partnerships developed as well as a designated bulletin board located in the main lobby of the school building. PTA meetings, school leadership team meetings, parent visitations, student-led conferences, and parent workshops all provide evidence of consistent parent involvement.

Based on the NYC School survey 95% of parents who took the survey feel good about the school’s learning environment, school curriculum and assessment practices. (Also cited on the NYC School Survey is the satisfaction level of 90% of parents satisfied with their child’s education.

Based on the NYC School Survey 2013-2014 90% of parents believe there are enough extra-curricular activities and services available to keep their children interested in school. There 66% of parents who stated that they have been invited to workshops, programs or performances. Based on the NYC School Survey 2013-2014 there is a need to provide additional extra-curricular activities for students to continue to keep students interested. Systems for informing parents about workshops, performances and programs must be improved. The needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, parent attendance at conferences, programs and performances will increase by 1% based on the increase of communication via telephone, email, back packed letters, and the purchase of a large poster maker.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change                                                                   |                                                        |                                                           |                                                                                                          |
| 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student                                                                    |                                                        |                                                           |                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <p>subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
| <ul style="list-style-type: none"> <li>• School will purchase a poster maker to create large samples of letters and announcements for parents and guardians.</li> <li>• Student-Led conferences will be increased from 2 per year to 5 per year. These conferences will be held to highlight the specific curriculum areas.</li> <li>• Additional sessions of viewing class instruction will be added.</li> <li>• The school leadership team will engage in a district training this school year. Additional school-based, network and district support will be added.</li> <li>• The parent room will be open throughout the school day and on Saturday. Parents of dance students and Saturday School students will have an opportunity to be engaged in activities on Saturday.</li> <li>• The Saturday cookshop program for parents will take place once a month. Parents will receive instructions on how to create healthy meals for their families. Groceries will be given to parent to recreate the meals at home.</li> <li>• Student awards will be given during PTA conferences to improve the attendance.</li> <li>• The outreach for School Learning Leaders will be aggressive.</li> </ul> |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 5 – Budget and Resource Alignment**

|                                                                                                              |                 |  |                      |  |                  |  |                  |  |               |
|--------------------------------------------------------------------------------------------------------------|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. |                 |  |                      |  |                  |  |                  |  |               |
|                                                                                                              | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |                 |  |                      |  |                  |  |                  |  |               |
|                                                                                                              |                 |  |                      |  |                  |  |                  |  |               |

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

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**Part 6b.** Complete in **February 2015.**

|                                                                                |          |     |  |  |    |
|--------------------------------------------------------------------------------|----------|-----|--|--|----|
| 41. Did the school meet the mid-point benchmark(s) in the timeframe specified? | <b>x</b> | Yes |  |  | No |
|--------------------------------------------------------------------------------|----------|-----|--|--|----|

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| <b>Type of Academic Intervention Service (AIS)</b>                                                          | <b>Criteria for determining AIS services</b>                                          | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>English Language Arts (ELA)</b>                                                                          | Below grade level performance on state tests or assessments                           | SETTS, NUA, RTI, Bundles, Expediary Learning, Robin hood Library Technology Program     | 1:1, small group, AIS students                                                       | Schoolday, Afterschool & Saturdays                                                             |
| <b>Mathematics</b>                                                                                          | Below grade level performance on state tests or assessments                           | SETTS, Exemplars, Go Math , RTI program and Robotics                                    | 1:1, small group, whole class                                                        | Schoolday, Afterschool & Saturdays                                                             |
| <b>Science</b>                                                                                              | Below grade level performance on state tests or assessments                           | Science-in-class, Foss, Robotics                                                        | Small group and whole class                                                          | Schoolday, Afterschool & Saturdays                                                             |
| <b>Social Studies</b>                                                                                       | Below grade level performance on state tests or assessments                           | In class citywide trade book program                                                    | Classroom setting, field trips and technology sources                                | Schoolday,                                                                                     |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher refferals, ACS VISITS, GUIDANCE COUNSELOR REFERRALS. OBSERVATIONS, ANECDOTALD | SETTS, COUNSELING ACS REFERRALS                                                         | 1;1; SMALL GROUP , PARENT SESSIONS                                                   | Schoolday                                                                                      |

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.                                                                                                                                      |
| <p>Creating team/teacher leaders for the various instruction programs for the school.<br/>                 Leader in Me – Lighthouse team<br/>                 Math Network Instructional Focus- Upper/Lower grade teacher leaders.<br/>                 Principals cabinet membership<br/>                 Professional Development Team</p> |

**2b. 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).                                                                                                                                                                                                                                                                     |
| <p>Teaching Staff turnkeys information during their grade meetings. Teachers share 5 common prep periods each week. Staff is encouraged to attend professional development sessions as well as confer to determine the needs and implementation strategies to utilize with our students.</p> <p>Interclass, intra-school interventions</p> <p>Mentor teachers assigned to untenured teachers</p> <p>Science &amp; Math ongoing network P.D.</p> <p>Grade Leader Weekly meetings.</p> |

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

Career and college readiness begins in Pre-Kindergarten and continues through grade five. The curriculum in the content area is aligned to the Standards, therefore transition from PreK to elementary is seamless.

**4b. 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.

MOSL team is diverse. When meeting for MOSL meetings, members of the MOSL team are able to assess the opinion of teachers in the school and discuss amongst grade what would be effective in implementation and assessment for the students.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name                       | Fund Source<br>(i.e. Federal, State or Local) | Funding Amount:<br>Indicate the amount contributed to Schoolwide pool.<br>(Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. |                                 |
|------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|                                    |                                               |                                                                                                                                   | Column A<br>Verify with an (X)                                                                                                                                                                                                                                  | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)             | Federal                                       | \$266,880                                                                                                                         | X                                                                                                                                                                                                                                                               | .0                              |
| Title I School Improvement 1003(a) | Federal                                       |                                                                                                                                   |                                                                                                                                                                                                                                                                 |                                 |

|                                                     |         |  |  |  |
|-----------------------------------------------------|---------|--|--|--|
| Title I Priority and Focus School Improvement Funds | Federal |  |  |  |
| Title II, Part A                                    | Federal |  |  |  |
| Title III, Part A                                   | Federal |  |  |  |
| Title III, Immigrant                                | Federal |  |  |  |
| Tax Levy (FSF)                                      | Local   |  |  |  |

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

|                                         |                         |                          |
|-----------------------------------------|-------------------------|--------------------------|
| District <b>16</b>                      | Borough <b>Brooklyn</b> | School Number <b>005</b> |
| School Name <b>Dr. Ronald E. McNair</b> |                         |                          |

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|                                                                    |                                          |
|--------------------------------------------------------------------|------------------------------------------|
| Principal <b>Lena Gates</b>                                        | Assistant Principal <b>Kesha Townsel</b> |
| Coach <b>type here</b>                                             | Coach <b>type here</b>                   |
| ESL Teacher <b>Wendy Ashton</b>                                    | Guidance Counselor <b>Rene Branch</b>    |
| Teacher/Subject Area <b>Janice Porter/ELA</b>                      | Parent <b>Ella Long</b>                  |
| Teacher/Subject Area <b>Shawndell Stewart/Science</b>              | Parent Coordinator <b>Odolph Wright</b>  |
| Related Service Provider <b>Eveline Milford</b>                    | Other <b>type here</b>                   |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                   |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|                                                      |            |                      |           |                                               |              |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|--------------|
| Total number of students in school (Excluding Pre-K) | <b>311</b> | Total number of ELLs | <b>29</b> | ELLs as share of total student population (%) | <b>9.32%</b> |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|--------------|

## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown                                                    |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                                                          | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br>(50%:50%)                                        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>                                                  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| Pull-out                                                                 | 1 | 2 | 2 | 1 | 1 | 1 |   |   |   |   |    |    |    | 8     |
| SELECT ONE                                                               |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                                                             | 1 | 2 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 8     |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |                                              |    |                                |   |
|-----------------------------|----|----------------------------------------------|----|--------------------------------|---|
| All ELLs                    | 29 | Newcomers (ELLs receiving service 0-3 years) | 22 | ELL Students with Disabilities | 1 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 8  | Long-Term (completed 6+ years) | 0 |

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

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 20                |      | 1   | 9                |      |     |                                    |      |     | 29    |

| ELLs by Subgroups                                                         |      |     |                  |      |     |                                    |      |     |       |    |
|---------------------------------------------------------------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years)                                                          |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     | Total |    |
| All                                                                       | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |    |
| <b>Total</b>                                                              | 20   | 0   | 1                | 9    | 0   | 0                                  | 0    | 0   | 0     | 29 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> |      |     |                  |      |     |                                    |      |     |       |    |

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|------------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|                                                | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      | 2        |          | 3        | 1        | 6        | 1        |          |          |          |          |          |          |          | 13        |
| Chinese      |          |          | 2        |          |          |          |          |          |          |          |          |          |          | 2         |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       | 3        | 3        |          |          | 2        | 2        |          |          |          |          |          |          |          | 10        |
| Haitian      |          |          |          | 1        |          |          |          |          |          |          |          |          |          | 1         |
| French       |          | 1        | 1        |          |          |          |          |          |          |          |          |          |          | 2         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          | 1        |          |          |          |          |          |          |          |          |          |          |          | 1         |
| <b>TOTAL</b> | <b>5</b> | <b>5</b> | <b>6</b> | <b>2</b> | <b>8</b> | <b>3</b> | <b>0</b> | <b>29</b> |

## 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)     | 4        | 2        | 2        | 1        | 1        |          |          |          |          |          |          |          |          | 10        |
| Intermediate(I) | 1        |          | 3        | 1        | 5        | 1        |          |          |          |          |          |          |          | 11        |
| Advanced (A)    |          | 3        | 1        |          | 2        | 2        |          |          |          |          |          |          |          | 8         |
| Total           | <b>5</b> | <b>5</b> | <b>6</b> | <b>2</b> | <b>8</b> | <b>3</b> | <b>0</b> | <b>29</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</b>          |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>WRITING | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3                     |         |         |         |         | 0     |
| 4                     | 8       |         |         |         | 8     |
| 5                     | 3       |         |         |         | 3     |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

**NYS Math**

| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    | 0     |
| 4                     | 7       |    | 2       |    |         |    |         |    | 9     |
| 5                     | 2       |    | 1       |    |         |    |         |    | 3     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 | 2       |    |         |    | 1       |    |         |    | 3     |
| 8 |         |    |         |    |         |    |         |    | 0     |

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

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Integrated Algebra           |                            |                 |                             |                 |
| Geometry                     |                            |                 |                             |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math _____                   |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile                                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |                                                           |                        |                        |                        |                                                                           |                        |                        |                        |
| Chinese Reading Test       |                                                           |                        |                        |                        |                                                                           |                        |                        |                        |

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

- 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.  
Public School 5 is currently using DRA-2 as an assessment tool to assess the early literacy development of our ELLs. The data gathered from DRA-2 will allow us to determine what skills need to be retaught and differentiated so our ELLs will receive the adequate instruction needed.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
**The data patterns across proficiency levels on the LAB-R and the NYSESLAT reveals that our ELLs are more proficient in listening and speaking as opposed to reading and writing.**
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 [AMAQ tool](#))  
**Paste response to questions here:**
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?**ELLs are faring better in proficency on speaking and listening modalities of test given in English across the grades. Teachers and school leaders are using the ELL Periodic Assessments results as a tool to guide instruction for Reading Workshop. The school is learning from the Periodic Assessments that ELLs need vocabulary development in oder to comprehend story based questions. The native language is used to make comparisons as a means to build the vocabulary of our ELLs.**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
**Our School uses data from universal screeners for baseline assessments, formative assessments and ongoing progress monitoring tools such as DRA, NYSESLAT and running records to guide instruction within the RtI framework for grades K-5.**
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
**When considering instuctional decisions to ensure a child's second language development vocabulary development is a priority. Also making connections from text to their every day life helps the second language learner in their 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?**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**Based on the NYSESLAT data we look at our AYP to evalute the success of our programs for ELLs. Our Average Yearly Progress will guide us in determining if our program has been successful in moving our ELLs forward.**

## 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](#).)  
**Upon registration the Home Language Survey given to each parent who informs the pupil personnel secretary that their child's native language is not English. The HLIS is administerd informally by the pupil personnel secretary. The next step is the formal assessment which is administered by a certified ESL teacher who is the teacher of the ESL program.**
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.  
**Our parent coordinator plans a parent orientation within the first two months of the school year whereby the parents of ELLs can become informed of the ESL program.**
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our ESL teacher works collaboratively with our parents of ELLs to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned and stored securely by making contact with parents over the phone or in person to ensure the forms are returned in a timely manner.

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. Parents of ELLs are informed orally during the Parent Orientation that their child is being placed in an ESL instructional Program. An interpreter is used to inform parents of the ESL program in their native language if necessary.
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.  
ELLs are administered the NYSESLAT in four modalities on four different days during a four or five day process. The listening, reading and writing are administered by grade level. The speaking modality is administered to each ELL individually usually prior to the administering of the listening, reading and writing.
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. **①**  
After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choice has always been the Free-Standing ESL Program. Five out of every five parents of ELLs have selected the ESL Program as their first choice. The ESL Program at our school has been in alignment with parent request through the past few years.

## 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])?

Instruction is delivered through a pull-out model in various groups depending on their level of proficiency and grade level. Collaboration between the classroom teacher and the ESL teacher is done bi-weekly to foster a more enriched learning environment for ELLs.

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 staff that work with our ELLs ensure that the mandated number of instructional minutes is provided according to proficiency levels in ESL by providing two periods of ELA instruction and at least one period a day of ESL. With a combination of 90 minutes for ELA instruction and at least 45 minutes for ESL instruction a day ELLs are receiving 135 minutes combined for reading and writing daily.

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.

The content areas are delivered during ESL instruction through content based texts that are vocabulary and print rich to foster language development.

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

In the ESL Program ELLs can be evaluated in their native languages for the NYS math and NYS ELA through a translator of their native tongue.

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

Through the periodic assessments ELLs receive evaluation in listening, reading and writing. The ESL teacher evaluates the ELLs on a regular basis in the speaking modality during instruction.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Through rigorous academic instruction our ELLs who have been serviced for 4 to 6 years and our long-term ELLs build on their language development. For our newcomers we have small group instruction and pair them with an ELL who have been receiving over a year of service. For ELLs that are SIFE we have extended day instruction to meet their deficiencies. Extended day and our after school programs are open for helping our ELL subgroups to receive differentiated instruction.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We use language leveled readers, digital programs, photo cards and big books for ELL-SWDs as part of our instructional strategies to provide access to academic content areas and accelerate English language development.

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?

To enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment we use interactive worktext that enables scaffolded support that helps address a variety of intervention needs.

### 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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

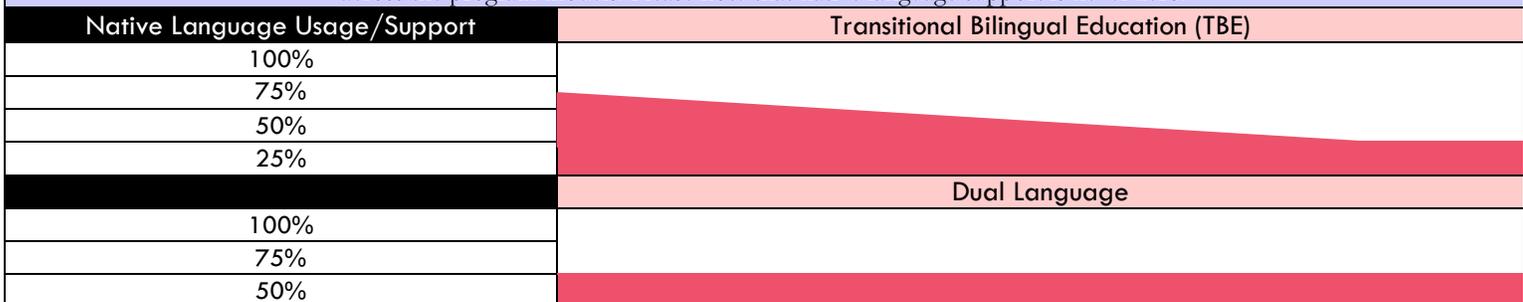
|                                                                   | Beginning            | Intermediate         | Advanced             |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for 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

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

|                                                                   | Beginning            | Intermediate         | Advanced             |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Our targeted intervention programs for ELLs in ELA, math and other content areas is the use of our extended day program which enables the ELLs to receive instruction based on where they are in terms of their language proficiency.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program offers our students engaging read aloud text and audio text for our emerging readers to help foster content and language development.
11. What new programs or improvements will be considered for the upcoming school year?  
For this school year McGraw-Hill's Wonders program for Reading and Writing Workshop will be considered for implementation for our ELLs for small group instruction.
12. What programs/services for ELLs will be discontinued and why?  
No programs or services for ELLs 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.  
ELLs are included and afforded equal access to all school programs in our building. The parent has access to enroll their child in the after school Family Dynamics program which is held in our building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Audio materials, use of technology in the computer lab are used to differentiate ELL support for Beginning, Intermediate and Advanced levels.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered in ESL through rich text that incorporates vocabulary of the native language and diverse cultural content.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Our Reading and Writing Workshops are incorporated with age appropriate materials such as exciting literature and informational texts. Libraries are filled with grade leveled text to correspond to ELL's grade levels.
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.  
At the moment there are no activities that assist newly enrolled ELLs before the beginning of the school year however we will consider implementing such activities. For new ELLs who enroll throughout the school year we have a school band, a chorus and a robotics team.
18. What language electives are offered to ELLs?  
Presently there are no language electives offered to our ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

Within the school building professional development is offered montly for ELL personnel. Or ELL personnell is also a part of workshops that gear to language development through the Common Core Learning Standards on a monthly basis outside of the building which is at least 7.5 hours. Staff members of ELLs who are transitioning from elementary to middle school are supported by our Guidance Counselor to help assist them with this process and facilitate a smoother transition.

### 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?

Our parents of ELLs are involved in our annual Multicultural Day and International Food Tasting Day where we celebrate our school's diversity. We evaluate the needs of our parents based on the annual Parent Survey and then assess how we can meet their needs better than we are currently doing. We aslo have bake sales where the parents bake or purchase items on sale so we can build a sense of community among our parents.

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Dr. Ronald E. McNair**

**School DBN: 005**

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

| Name (PRINT)       | Title                | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Lena Gates         | Principal            |           | 1/14/13         |
| Kesha Townsel      | Assistant Principal  |           | 1/14/13         |
| Odolph Wright      | Parent Coordinator   |           | 1/14/13         |
| Wendy Ashton       | ESL Teacher          |           | 1/14/13         |
| Ella Long          | Parent               |           | 1/14/13         |
| J. Porter/ELA      | Teacher/Subject Area |           | 1/13/13         |
| S. Stewart/Science | Teacher/Subject Area |           | 1/13/13         |
|                    | Coach                |           | 1/1/01          |
|                    | Coach                |           | 1/1/01          |
| Renee Branch       | Guidance Counselor   |           | 1/12/13         |
|                    | Network Leader       |           | 1/1/01          |
|                    | Other _____          |           | 1/1/01          |

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

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

DBN: **16K005** School Name: **Dr. Ronald E. McNair**

Cluster: **6** Network: **612**

**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.

Parents are given Home Language Survey, Program Selection and Parent Survey forms in their native language. On staff there are translators to speak to our non-English speaking parents to ensure they receive poignant information in a timely manner.

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

The major findings of our school's written translation and oral interpretation needs indicate that our bilingual parents benefit more from oral translation than written translation. These findings were reported to the school community through verbal communication from our administration and staff that communicates directly with our non-English 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.

Written translation services of translated documents are provided by an outside vendor. The procedure for written translation services usually could take up to a week so key documents have to be submitted in a timely fashion to ensure non-English speaking parents receive the information they need.

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

Our school will provide oral interpretation services through in-house school staff or parent volunteers if necessary. If the parent has a volunteer of their choice to provide oral interpretation services we will gladly accept those services.

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>.

The school will provide the parents with translation and interpretation services of any document or information that is student specific. If we are unable to provide translation and interpretation services we will inform the parents of locations where their language services needs can be met.