

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

DBN: (i.e. 01M001):

32K045

School Name:

HORACE E. GREENE – P.S./I.S. 45K

Principal:

TRACEY C. LOTT-DAVIS

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- ◆ **Section 5A Capacity Framework Element - Rigorous Instruction**
- ◆ **Section 5B Capacity Framework Element - Supportive Environment**
- ◆ **Section 5C Capacity Framework Element - Collaborative Teachers**
- ◆ **Section 5D Capacity Framework Element - Effective School Leadership**
- ◆ **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: PK-8th School Number (DBN): 32k045
School Type: PUBLIC Grades Served: PK-8th
School Address: 84 SCHAEFER STREET, BROOKLYN, N.Y. 11207
Phone Number: 718-642-5360 Fax: 718-574-1043
School Contact Person: TRACEY LOTT-DAVIS Email Address: Tlott-davis@schools.nyc.gov
Principal: TRACEY LOTT-DAVIS
UFT Chapter Leader: MICHELLE BROADY
Parents' Association President: TIFFANY BLANDING
SLT Chairperson: LINDA JAKES
Student Representative(s): _____

District Information

District: 32 Superintendent: MRS. LILLIAN DRUCK
Superintendent's Office Address: 797 BUSHWICK AVE., BROOKLYN, NY 11221 (RM: 300)
Superintendent's Email Address: ldruck@schools.nyc.gov
Phone Number: 718-574-1000 x364 Fax: 718-574-1245

Cluster and Network Information

Cluster Number: 4 Cluster Leader: CHRISTOPHER GROLL
Network Number: 412 Network Leader: DAISY CONCEPCION

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 (Blue Ink)
Tracey Lott-Davis	*Principal or Designee	
Michelle Broady	*UFT Chapter Leader or Designee	
Tiffany Blanding	*PA/PTA President or Designated Co-President	
Bonnie Bell	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Jakes	Member/Parent	
LaShawn McLaurin	Member/Parent	
Kelly McLaurin	Member/Parent	
Hakay Garcia	Member/Parent	
Angelis Roberts	Member/Parent	
Deborah Augustin	Member/CSA	
Sadio Comrie	Member/UFT	
Patricia Edwards	Member/ UFT	
	Member/	
	Member/	
	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	
❖	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.
❖	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
❖	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.
❖	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.
❖	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
❖	Trust: 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:

- ❖ Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- ❖ School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- ❖ 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:

- ❖ **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.
- ❖ **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.
- ❖ **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.
- ❖ **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- ❖ **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.

MISSION STATEMENT

The Horace E. Greene School-P.S./I.S. 45K, working in partnership with parents and the community, will create a society of lifelong learners. We will develop a community of responsible citizens who respect one another and themselves. Demanding excellence in the performance standards of student literacy, mathematics and science will insure that our students are prepared to meet the challenges of the twenty-first century.

At the Horace E. Greene School, we envision that our students will develop appropriate decision making, critical thinking and technological skills that will provide them with the ability to communicate effectively. Staff and parents are focused on empowering all students with the academic skills and social experiences that will enable them to increase their educational and social goals. Students will become responsible, active, contributing members of society. All members of our community are learners who actively engage in the educational process. The school community will share accountability for creating a positive and supportive educational environment, which will result in every student achieving successful outcomes and attaining leadership qualities.

Instructional practices and curriculum are closely examined as a school to identify the common trends across all grades. This work helps to inform the changes that are necessary in the curriculum and/or professional development plan.

Based on our findings, students struggle with CCLS RL.1 and instructional shifts in literacy (3, 4, 5 & 6)

Reading and writing grounded in **evidence from text** and Regular practice with **complex text** and its **academic vocabulary** and instructional shifts in Mathematics (3, 4, 5 & 6) **Rigor: Require fluency, application, and deep understanding**

- ❖ There was a heavy emphasis on informational text (nonfiction literacy)
- ❖ Questioning and discussion techniques were not based on text-based evidence

The school community has undertaken the following initiatives to impact the effectiveness of structures for improvement:

- ❖ Articulate with all teachers of grades K-8th the focused standards and instructional shifts that are to be addressed, revisions to be made in curriculum and professional development that will be provided to strengthen instruction.
- ❖ Align observational cycles to track and monitor the effectiveness of instructional practices using Danielson Framework for Teaching – Domain 3 (Instruction)
- ❖ Have the stronger ELA and Math instructional teachers between to classes on grades 2nd-5th plan and teach Literacy/Mathematics curriculum

We have built a safe and inclusive school culture to support the academic and social growth of all students by instituting the following initiatives:

- ❖ Student Council – student representatives are elected to provide student input on school issues and events.
- ❖ The Professional Learning Committee developed a PD Plan on results of Teacher Needs Survey. They facilitate the PD and schedule PD with consultants as needed. Teachers who attend complete a Professional Development Response Form listing the ways in which they will share the information with their peers.
- ❖ The Learning Target “I Can” statements provide students with a positive entry to engage in all lessons.
- ❖ Parent teams (SLT, PTA and Learning Leaders) are able to voice their opinions and provide support to improve

the quality of the school.

- ❖ Value of the Month – Each month a value is posted and discussed throughout the school community. The monthly values focus on character development and how these values are essential to becoming a productive citizen. Teachers read books aloud to students where characters demonstrate the value.

Our school as a whole continues to work together to embed high expectations across grades where everyone is held accountable to exercise the school's vision and mission to successfully carry out our school's set of beliefs.

(Fitness and the Arts)

- ❖ Community Service (Grs. 6th and 7th)
- ❖ Champs Fitness Program (Grs. 6th-8th)
- ❖ SASF – Sports and Arts in Schools Foundation (Grs. 6th-8th)
- ❖ Boys Scout (1st-5th)
- ❖ Electives (Gr. 8th)
- ❖ Middle School Arts Initiative
- ❖ Music in the Brain (PK-1st)
- ❖ Swim For Life (Gr. 2nd)
- ❖ Play USA Rugby (Grs. 6th and 7th)
- ❖ FyreZone (Grs. 4th and 5th)
- ❖ Inside Broadway (Gr. 2nd)
- ❖ LEAP – ELL classes (Grs. K-4th)

(Career and College Readiness)

- ❖ Attendance Incentives – Adventureland, Theater, Connecticut Trips and Monthly Recognition
- ❖ High School and College Visits
- ❖ Bridging the Gap STEP – NYC College of Technology (Grs. 6th-8th)
- ❖ Pricewaterhouse Cooper's, Financial Literacy Program – (Grs. 6th-8th)
- ❖ Safety City – (Gr. 3rd)
- ❖ Character Development
- ❖ LEAP Entrepreneurship Program – (Grs. 4th and 5th)
- ❖ LEAP Water Ecology Program – (Gr. 6th)

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

- ❖ 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).
- ❖ 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.

Based on our findings, students struggle with CCLS RL.1 and instructional shifts in literacy (3rd-8th) Reading and writing grounded in **evidence from text** and Regular practice with **complex text** and its **academic vocabulary** and instructional shifts in Mathematics (3rd-8th) **Rigor: Require fluency, application, and deep understanding**

- ❖ There was a heavy emphasis on informational text (nonfiction literacy)
- ❖ Questioning and discussion techniques were not based on text-based evidence
- ❖ Ambiguity in what mathematics’ questions were asking students to do mathematically

The math curriculum in grades K-5th was fully implemented this year from enVision Math to NYState Common Core Mathematics Curriculum – A Story of Units in grades K-5th. Based on our math testing data, an in depth overview of the tested standards and the alignment with the standards, we agreed that the program would provide our students with a better understanding of the math concepts.

To support the growth in these findings, the school community examines and tracks the following to understand success towards these goals by:

- ❖ Engaging in frequent cycles of observations and provide timely actionable feedback to teachers to strengthen instructional practice
- ❖ Using the READY ELA/Math assessments and Bi-monthly tasks for instructional grouping
- ❖ Providing teachers with opportunities to support their learning

The need for the stated goal is in direct response to the Chancellor’s initiative of providing a rigorous curriculum that incorporates differentiated instructional tasks and addresses the Common Core State Standards/Common Core Learning Standards. After overviewing the Spring 2014 assessment data, we found that there was growth in the lowest third of students in both ELA and Math, however there was still a great number of students scoring at level 1 in both areas.

Based on Data from the Spring 2014 ELA Assessment

- 39% of grade 3 students scored @ Level 1
- 53% of grade 4 students scored @ Level 1
- 44% of grade 5 students scored @ Level 1

Based on Data from the Spring 2014 MATH Assessment

- 31% of grade 3 students scored @ Level 1
- 46% of grade 4 students scored @ Level 1
- 32% of grade 5 students scored @ Level 1

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 2015, all students will engage in discussion incorporating evidence to support argument which will transfer into stronger writing in literacy and mathematics

****75% of students in grades 3rd-8th will make a 10 point increase on their scale score as evidenced in their short and extended responses on the 2015 New York State ELA and MATH assessments**

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> ❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ❖ 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). ❖ Strategies to increase parent involvement and engagement ❖ Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide Teacher Teams with scheduled times to meet: two 45-minute collaborative team meetings during the week and 35-minute Tuesday sessions</p> <p>Sixty percent of Professional Learning is more content-based whereas forty percent is on enhancing pedagogical knowledge</p> <ul style="list-style-type: none"> ❖ Unpacking speaking and listening standards creating learning targets ❖ Constructing viable arguments in mathematics 	<ul style="list-style-type: none"> • Classroom Teachers • SETSS • ESL 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Grade Leaders
<p>Professional Learning in the area of differentiated instruction for ELL's, SWD's and academically at-risk students will be ongoing throughout the school year</p> <p>Programs to support students' individual needs:</p> <ul style="list-style-type: none"> ❖ Wednesday Afterschool Institute ❖ LEAP ❖ Imagine Learning ❖ Headsprout ❖ BrainPop ❖ NYSESLAT materials 	<ul style="list-style-type: none"> • Classroom Teachers • Clusters • ESL • SETSS • Guidance 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Staff Developer ▪ Professional Learning Committee ▪ SIT Team
<p>The results of each math assessment on various skills and reading level assessment using the Fountas & Pinnell/DIBELS reading</p>	<p>Parents/Guardians of all P.S./I.S. 45K students PreK-8th</p>	<p>October '14 to June '15</p>	<ul style="list-style-type: none"> • Principal, • Assistant Principals, • Parent Coordinator,

<p>inventory system will be sent to parents/guardians for review and their signature via progress reports</p> <p>Conduct Parent Workshops demonstrating the following implemented activities:</p> <ol style="list-style-type: none"> Shared reading and math blocks ELA and Math standardized test formats and ways to assist children NYSESLAT test format and ways to assist children Explanation of NYS report card and School Quality Snapshot – at monthly SLT/PTA meetings Parent orientation and engagement meetings <ul style="list-style-type: none"> ❖ During these meetings each classroom teacher discusses and explains yearly educational goals, curriculum, classroom procedures, support activities, etc. ❖ Parent Workshops will also focus on differentiated instructional activities. 			<ul style="list-style-type: none"> • Paraprofessionals (for translation support) • PTA Executive Board • District Parent Liaison
<p>All members of the school community which includes Network 412 will work together for the success of our students through learning growth, trust and respect via fairs, trips, assemblies, etc.</p> <ul style="list-style-type: none"> ❖ Parents – PTA, SLT, Learning Leaders and established Subgroups ❖ Students – Student Council, Community Service Team, and Grade Student Leaders ❖ Teachers – Grade Inquiry Teams, Curriculum Focused Teams, Professional Learning Committees, Design Team, Social Club ❖ Administrators – Design Team, Professional Learning Committees, Curriculum Focused Teams, Social Club 	<ul style="list-style-type: none"> • Classroom Teachers • Students • Parents • Administrators • Outside Consultants 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Parent Coordinator ▪ Staff Developer ▪ Professional Learning Committee ▪ Network 412 ▪ District Family Advocate

Part 4 – Resources Needed

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

- ❖ (Pearson 2014 Reading Street – K-5th) and (Scholastic Code X – 6th-8th)
- ❖ (EngageNY)
- ❖ i-Ready Software in Reading and Mathematics
- ❖ Ready Instructional and Practice Student Workbooks
- ❖ Imagine Learning
- ❖ NYSESLAT supplemental materials
- ❖ LEAP – Educational Consultants

- ❖ Purchase of Technology (document camera, laptops, desktops)
- ❖ Per Session for Wednesday Institute
- ❖ Per Session for Curriculum Development
- ❖ Per Diem for Teacher Professional Development off-site

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> ❖ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ❖ Specify a timeframe for mid-point progress monitoring activities. 				
<p>By October 3rd</p> <ul style="list-style-type: none"> ➤ All teachers engage in collecting and analyzing student data. ➤ Teachers established and end of year SMART goal in all content areas <p>By January 9th</p> <ul style="list-style-type: none"> ➤ All teachers will engage in a DATA conference focusing on progress monitoring through performance tasks, end of unit assessments, and teacher observation (checklist and small group conferences) ➤ Teachers will record student data on excel spreadsheet ➤ Teachers will engage in collaborative conversations focused on student work ➤ Curriculum maps will be data informed and adjusted to meet the needs of all students 				
Part 6b. Complete in February 2015.				
2. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
3. 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

- ❖ 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).
- ❖ 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.

Based on data from the 2013-2014 School Quality Snapshot, the following performance indicators need to be the focus in regards to attendance:

- Increase the percentage of yearly attendance from 90% to at least 93% by June 2015
- Increase attendance of Early Childhood students PK, K and 1st
- Use of a variety of methods to communicate with parents/guardians on the importance of children attending school regularly (workshops, fairs, emails, telephone relay, etc.)

Based on data from the 2013-2014 OORS Report, the following needs to be the focus in regards to behavioral incidents:

- Decrease in the Levels of 4 and 5 infractions
- Decrease in the number of students receiving Principal and Superintendent Suspensions

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 2015, 100% of teachers will utilize the resources and organizational decisions to support students with their social and emotional needs as evidenced by at least 2% increase in average student attendance for targeted chronically absent students when compared to 2014 attendance data and a decrease in the number of OORS behavioral incidents when compared to the 2014 OORS data

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ❖ 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). ❖ Strategies to increase parent involvement and engagement ❖ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<p>Our Character Development program is a deliberate effort to grow good character tools based on core virtues. Good character consists of knowing the good, loving the good and doing the good – habits of the mind, habits of the heart and habits of action.</p> <p>The main goal is to develop within the students a “Self-initiated Inner Value Check-List” that will enable them to make positive decisions when they face a dilemma. They will learn how to assess the “Levels of Dilemmas”. This assessment piece is imperative to the student, to know the difference between when to make a decision on their own and when they need the help of a responsible adult.</p> <p><u>What is needed:</u> SHIFT 4: Text-based Answers: Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.</p> <p><u>How we fulfill this need:</u> The use of the text to facilitate guided discussion to catapult into role-play, skits and monologues, to draw out the value of the month as its core.</p> <p><u>What is needed:</u> Domain 3: Instruction 3a Communicating with Students 3b Questioning and Discussion Techniques 3c Engaging Students in Learning</p> <p><u>How we fulfill this need:</u> The students are given multiple opportunities to discuss, positively argue and debate their ideas with the core value of the month.</p> <p><u>What is needed:</u> Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2d Managing Student Behavior</p> <p><u>How we fulfill this need:</u> We constantly build and develop an environment in which all</p>	<ul style="list-style-type: none"> ❖ Chronically absent students ❖ Students in Temporary Housing ❖ Students with crisis behavioral issues 	<p>October '14 to June '15</p>	<ul style="list-style-type: none"> • Principal, • Assistant Principals • Parent Coordinator • Paraprofessionals (for translation support) • Attendance Team • Network Attendance Teacher • Guidance • SBST • PTA Executive Board • District Parent Liaison
--	--	--------------------------------	--

<p>students feel safe and comfortable to express their opinions. They also understand that the boundaries for expression must be sifted through the filter of respect for all! It also aids in the atmosphere for the students to listen having respect for other races, religions, cultures, and genders identifications.</p> <ul style="list-style-type: none"> ❖ Attendance Team will engage in monthly analysis of ATS and DSS attendance reports to identify students who attend school less than 90% of the month ❖ Attendance Team will work with Network Attendance Coordinator to develop procedures, activities and incentives to increase student monthly attendance ❖ School administrators, Network Attendance Coordinator and Attendance Team will facilitate Parent Workshops in January and April on Attendance and its impact on student achievement and promotion ❖ Workshops will be held to assist teachers with addressing behavioral issues in class 			
<p>Professional Learning in the area of differentiated instruction for ELL's, SWD's and academically at-risk students will be ongoing throughout the school year</p> <p>Programs to support students' individual needs:</p> <ul style="list-style-type: none"> ❖ Wednesday Afterschool Institute ❖ LEAP ❖ Imagine Learning ❖ Headsprout ❖ BrainPop ❖ NYSESLAT materials 	<ul style="list-style-type: none"> ❖ Chronically absent students ❖ Students in Temporary Housing ❖ Students with crisis behavioral issues 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> • Principal, • Assistant Principals • Attendance Team • Guidance • Professional Learning Committee
<ul style="list-style-type: none"> ▪ Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys. All information will be available in translated versions as needed. (Families will be provided with proper notification well in advance of scheduled activities) ▪ School events will be planned such as Parent Workshops, Health and 	<p>Parents/Guardians of</p> <ul style="list-style-type: none"> ▪ Chronically absent students ▪ At-Risk behavioral students 	<p>October '14 to June '15</p>	<ul style="list-style-type: none"> • Principal, • Assistant Principals • Parent Coordinator • Paraprofessionals (for translation support) • Attendance Team • Guidance • SBST • PTA Executive Board

<p>Academic Fairs, Theater Trip, PTA meetings, SLT meetings, Parent Teacher conferences, Get Acquainted with Your Child’s Teacher Night</p> <ul style="list-style-type: none"> ▪ Special activities (i.e. assemblies, fairs, parent/student) will involve families throughout the year in positive interactions <p>School and parent coordinator will work collaboratively with District Parent Office to support parent/guardian concerns and needs. Conduct Parent Workshops demonstrating the following implemented activities:</p> <ol style="list-style-type: none"> a) ELA and Math standardized test formats and ways to assist children b) NYSESLAT test format and ways to assist children c) Explanation of NYS report card and School Quality Snapshot and utilization of ARIS d) Parent orientation and engagement meetings <ul style="list-style-type: none"> ➤ During these meetings each classroom teacher discusses and explains yearly educational goals, curriculum, classroom procedures, support activities, etc. ➤ Parent Workshops will also focus on differentiated instructional activities. 			<ul style="list-style-type: none"> • District Parent Liaison
<p>All members of the school community which includes Network 412 will work together for the success of our students through learning growth, trust and respect via fairs, trips, assemblies, etc.</p> <ul style="list-style-type: none"> ❖ Parents – PTA, SLT, Learning Leaders and established Subgroups ❖ Students – Student Council, Community Service Team, and Grade Student Leaders ❖ Teachers – Grade Inquiry Teams, Curriculum Focused Teams, Professional Learning Committees, Design Team, Social Club ❖ Administrators – Design Team, Professional Learning Committees, Curriculum Focused Teams, Social Club 	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ Students ▪ Parents ▪ Administrators ▪ Outside Consultants 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Parent Coordinator ▪ Staff Developer ▪ Professional Learning Committee ▪ Network 412 ▪ District Family Advocate

Part 4 – Resources Needed

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

- ❖ Purchase of Technology (document camera, laptops, desktops)
- ❖ Per Session for Translation support
- ❖ Per Diem for Teacher Professional Development off-site

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	Tax Levy	X	Title I Basic	X	Title IIA	X	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:

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

By September 30 th	<ul style="list-style-type: none"> ➤ Parents will be invited to meet with child’s teacher to overview the year’s curriculum ➤ Teachers will overview with parents class expectations and learning protocols
By January 9 th	<ul style="list-style-type: none"> ➤ Teachers would have communicated with parents/guardians via emails, monthly progress reports, telephone and face to face ➤ Teachers will record all correspondences with parents/guardians via Parent Communication Log

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

4. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes			No
---	--	-----	--	--	----

5. 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

- ❖ 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).
- ❖ 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.

Based on 2013-2014 observations with the Danielson’s Rubric and the January Quality Review:

- Instructional staff needs support in the areas of Domain 3-Instruction: Components 3b –Using Questioning and Discussion Techniques, 3c – Engaging Students in Learning and 3d – Assessing Students Learning.
- More than 50% of teachers observed are being rated Developing or Ineffective in these areas
- Staff must strengthen the use of student data to plan academic tasks so that lessons promote rigorous habits, high levels of thinking and cognitive engagement for all students.
- Promote consistency in the use of instructional strategies that provide multiple entry points into the curricula so that lessons fully challenge thinking to improve student learning.

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 2015, 100% of instructional staff will have participated in professional collaborative learning to strengthen pedagogical expertise in analyzing student data, providing actionable feedback, ensuring all students have access in the lesson and making adjustments to instruction as measured by ADVANCE data from formal and informal observations

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ❖ 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). ❖ Strategies to increase parent involvement and engagement ❖ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ❖ Professional Learning during Mondays 80-minute and Tuesdays 35-minute 	All teachers and paraprofessionals within the school community	September '14 to June '15	<ul style="list-style-type: none"> • Principal • Assistant Principals • Staff Developer

<p>sessions</p> <ul style="list-style-type: none"> ❖ Design Team and Grade Team Study Groups (Literature: Enhancing Professional Practice : A Framework for Teaching and Looking Together at Student Work) ❖ Professional Learning Committee Thursday 90-minute planning sessions ❖ Inter-visitation on- and off-site ❖ Administrators will conduct timely feedback sessions ❖ Focused data meetings quarterly 			<ul style="list-style-type: none"> • Professional Learning Committee • Network 412
<p>Professional Development in the area of differentiated instruction for ELL's, SWD's and academically at-risk students will be ongoing throughout the school year Programs to support students' individual needs will be analyzed for effectiveness:</p> <ul style="list-style-type: none"> ❖ Wednesday Afterschool Institute ❖ LEAP ❖ Imagine Learning ❖ Headsprout ❖ BrainPop ❖ NYSESLAT materials 	<p>The following instructional staff:</p> <ul style="list-style-type: none"> ▪ Classroom teachers of ELLs ▪ ESL Teachers ▪ Special Education Teachers ▪ ICT Teachers 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Professional Learning Committee • Network 412
<p>Conduct Parent Workshops demonstrating the following implemented activities:</p> <ol style="list-style-type: none"> a) Shared reading and math blocks b) ELA and Math standardized test formats and ways to assist children c) NYSESLAT test format and ways to assist children d) Explanation of NYS report card and School Quality Snapshot – at monthly SLT/PTA meetings e) Parent orientation and engagement meetings <ul style="list-style-type: none"> ❖ During these meetings classroom teachers discuss and explain yearly educational goals, curriculum, classroom procedures, support activities, etc. ❖ Parent Workshops will also focus on differentiated instructional activities. 	<p>Parents/Guardians of all P.S./I.S. 45K students PreK-8th</p>	<p>October '14 to June '15</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Parent Coordinator • Paraprofessionals (for translation support) • PTA Executive Board • District Parent Liaison
<p>All members of the school community which includes Network 412 will work together for the success of our students through learning growth, trust and respect via fairs, trips, assemblies, etc.</p> <ul style="list-style-type: none"> ❖ Parents – PTA, SLT, Learning Leaders and established Subgroups 	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ Students ▪ Parents ▪ Administrators ▪ Outside Consultants 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Parent Coordinator ▪ Staff Developer ▪ Professional Learning Committee ▪ Network 412

<ul style="list-style-type: none"> ❖ Students – Student Council, Community Service Team, and Grade Student Leaders ❖ Teachers – Grade Inquiry Teams, Curriculum Focused Teams, Professional Learning Committees, Design Team, Social Club ❖ Administrators – Design Team, Professional Learning Committees, Curriculum Focused Teams, Social Club 			<ul style="list-style-type: none"> ▪ District Family Advocate
--	--	--	--

Part 4 – Resources Needed

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

1. To provide teachers with support in the evaluation process Charlotte Danielson’s book: Enhancing Professional Practice: A Framework for Teaching will be used
 - ❖ **Title I SWP** – Purchase of materials to support Danielson’s Rubric Components Enhancing Professional Practice: A Framework for Teaching and the Common Core Flipbook
2. Curriculum and Staff Development Consultant Contracts
 - ❖ Creative Solution Services
 - ❖ Teq – Smartboard
 - ❖ Writer’s Program
3. Design Team
 - ❖ **Title I SWP** – Purchase of materials to support Competencies 3a and 3b: Enhancing Professional Practice: A Framework for Teaching and Looking Together at Student Work
 - ❖ **TL Data Specialist** – per session for administrator
 - ❖ **Core Curriculum Support** – per session for teacher
4. Using elements of Danielson’s as protocol for inter-visitation
5. Scheduling during the school day for feedback sessions
6. Development of pacing schedule

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	Tax Levy	X	Title I Basic		Title IIA	X	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:

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

By October 3rd

- Teachers will engage in professional learning around curriculum planning, ADVANCE, Inquiry Cycle and DATA analysis

By January 16th

- Administrators will have looked for correlation between student data and the adjustments made on curriculum maps/lesson plans
- Administrations will analyze ADVANCE data surrounding Domain 3: Instruction, identifying areas of growth and need

Part 6b. Complete in February 2015.

6. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
7. 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

- ❖ 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).
- ❖ 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.

Based on 2013-2014 NYC School Survey, PPO and January Quality Review:

- ❖ School leaders convey high expectations that support a culture of learning and successfully partner with families to promote college and career readiness
- ❖ School leaders provide time for collaboration among teachers
- ❖ School leaders provide teachers with leadership opportunities

Based on 2013-2014 data and administrative team’s observations the following needs to be focused on:

- ❖ More time for teachers to meet during the school day
- ❖ Increase intervisitation opportunities for instructional staff across grades and schools
- ❖ Provide all staff members with professional learning facilitating opportunities

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 2015, opportunities for administrators and instructional staff to learn from one another, share strong practices and provide relevant feedback will be reflected by a 50% increase of professional learning committees to support all learners within the community

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ❖ 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). ❖ Strategies to increase parent involvement and engagement ❖ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ❖ Professional Learning during Mondays 80-minute and Tuesdays 35-minute 	All teachers and paraprofessionals within	October '14 to	<ul style="list-style-type: none"> • Principal • Assistant Principals

<p>sessions</p> <ul style="list-style-type: none"> ❖ Professional Learning Committee Thursday 90-minute planning sessions ❖ Implementation of the following subgroup Professional Learning Committees (PLC) to support growth of all educators <ul style="list-style-type: none"> ○ ESL ○ SIT ○ Paraprofessional ○ Mathematics ○ Literacy ❖ Teachers invited to provide professional learning to their colleagues ❖ Teachers meet with the focal PLC which includes administrators to plan out workshop 	<p>the school community</p>	<p>June '15</p>	<ul style="list-style-type: none"> • Professional Learning Committee which includes Staff Developer and Lead Teacher
<p>Professional Development in the area of differentiated instruction for ELL's, SWD's and academically at-risk students will be ongoing throughout the school year Programs to support students' individual needs will be analyzed for effectiveness:</p> <ul style="list-style-type: none"> ❖ Wednesday Afterschool Institute ❖ LEAP ❖ Imagine Learning ❖ Headsprout ❖ BrainPop ❖ NYSESLAT materials 	<ul style="list-style-type: none"> ❖ Classroom Teachers ❖ ESL ❖ SETSS ❖ SBST 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Professional Learning Committee
<p>The results of each math assessment on various skills and reading level assessment using the Fountas & Pinnell/DIBELS reading inventory system will be sent to parents/guardians for review and their signature via progress reports</p> <p>Conduct Parent Workshops demonstrating the following implemented activities:</p> <ol style="list-style-type: none"> a) Shared reading and math blocks b) ELA and Math standardized test formats and ways to assist children c) NYSESLAT test format and ways to assist children d) Explanation of NYS report card and School Quality Report – at monthly SLT/PTA meetings e) Parent orientation and engagement meetings <p>➤ During these meetings each classroom teacher discusses and explains yearly educational goals, curriculum,</p>	<p>Parents/Guardians of all P.S./I.S. 45K students PreK-8th</p>	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Parent Coordinator • Paraprofessionals (for translation support) • PTA Executive Board • District Parent Liaison

<p>classroom procedures, support activities, etc.</p> <p>➤ Parent Workshops will also focus on differentiated instructional activities.</p>			
<p>All members of the school community which includes Network 412 will work together for the success of our students through learning growth, trust and respect via fairs, trips, assemblies, etc.</p> <ul style="list-style-type: none"> ❖ Parents – PTA, SLT, Learning Leaders and established Subgroups ❖ Students – Student Council, Community Service Team, and Grade Student Leaders ❖ Teachers – Grade Inquiry Teams, Curriculum Focused Teams, Professional Learning Committees, Design Team, Social Club ❖ Administrators – Design Team, Professional Learning Committees, Curriculum Focused Teams, Social Club 	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ Students ▪ Parents ▪ Administrators ▪ Outside Consultants 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Parent Coordinator ▪ Staff Developer ▪ Professional Learning Committee ▪ Network 412 ▪ District Family Advocate

Part 4 – Resources Needed

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

- ❖ Purchase of Technology (document camera, laptops, desktops)
- ❖ Per Session for Curriculum Development
- ❖ Per Diem for Teacher Professional Development off-site

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	Tax Levy	X	Title I Basic		Title IIA	X	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:

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

By September 30th

- The following Professional Learning committees will be established: SIT, Paraprofessionals, Literacy, Mathematics and ESL
- Professional Learning Committees will engage parents in workshops on the common core learning standards in both Literacy and Mathematics
- Professional Learning Committees will use survey feedback from colleagues to adjust and create professional learning activities

By January 30th

- Professional Learning Committees will analyze the following data to see if strategies from workshops were

implemented in classroom instruction: surveys, observations and teacher reflection forms

- Student data will be analyzed to identify the instructional impact

Part 6b. Complete in February 2015.

8. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
9. 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 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

- ❖ 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).
- ❖ 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.

Based on Data from the 2013-2014 NYC School Survey, the following indicators need to be a focus:

- Increase parent/guardian engagement in school learning activities throughout the school year
- Use a variety of methods to communicate student progress in all curriculum areas with parents/guardians regularly

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 2015, teachers and school staff will provide educational workshops and teacher outreach protocols to establish a strong home-school connection as evidenced by an increase of at least 2% of parents/guardians participating in school activities and workshops as measured by sign-in sheets and the percentage of completed Learning Environment Surveys - Focus: CCLS Instructional Shifts, Homework Help and Literacy at Home

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ❖ 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). ❖ Strategies to increase parent involvement and engagement ❖ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
(This area is currently empty for data entry.)			

<p>Based on NYC School Survey, feedback from parents and observations, there is a need to improve the communication of academic progress and next learning steps with students and their families so that clarity of expectations will lead to acceleration of student learning</p> <ul style="list-style-type: none"> ❖ Progress Reports will be given to all parents at the end of the following months: October, December, January & May ❖ Progress Reports and Grade Newsletters will indicate the learning for the month in all curriculum areas ❖ Progress Reports will highlight students overall attendance percentage current in the school year ❖ Parents will have the opportunity to schedule time to meet with teachers during Tuesdays 40-minute Parent Engagement periods 	<p>Parents/Guardians of all P.S./I.S. 45K students PreK-8th</p>	<p>Implementation begins in September 2014 and continues through June 2015</p>	<ul style="list-style-type: none"> • Principal, • Assistant Principals, • Parent Coordinator, • Paraprofessionals (for translation support) • Network 412 • District Parent Liaison
<p>To support parents of English Language Learners and students with IEP's, the following workshops will be organized by the parent coordinator:</p> <ul style="list-style-type: none"> ❖ Common Core State Standards workshop for parents to understand the nature of the standards, the implications for instruction, and strategies to be implemented at home to reinforce school learning ❖ ELLs—POV (Parent Orientation Video) ❖ Technology programs to support student learning in the home (BrainPop, Imagine Learning, i-Ready, STMath) ❖ Special Education workshops informing parents of their rights 	<p>Parents/Guardians of all P.S./I.S. 45K English Language Learners and students with IEP's PreK-8th</p>	<p>Implementation begins in September 2014 and continues through June 2015</p>	<ul style="list-style-type: none"> • Principal, • Assistant Principals, • Parent Coordinator, • Paraprofessionals (for translation support) • Network 412 • District Parent Liaison
<ul style="list-style-type: none"> ❖ Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys. All information will be available in translated versions as needed. (Families will be provided with proper notification well in advance of scheduled activities) ❖ School events will be planned such as Parent Workshops, Health and Academic Fairs, Theater Trip, PTA meetings, SLT meetings, Parent 	<p>Parents/Guardians of all P.S./I.S. 45K students PreK-8th</p>	<p>Implementation begins in September 2014 and continues through June 2015</p>	<ul style="list-style-type: none"> • Principal, • Assistant Principals, • Parent Coordinator, • Paraprofessionals (for translation support) • Network 412 • PTA Executive Board • District Parent Liaison

<p>Teacher conferences, Get Acquainted with Your Child's Teacher Night</p> <ul style="list-style-type: none"> ❖ Special activities (i.e. assemblies, fairs, parent/student) will involve families throughout the year in positive interactions ❖ School and parent coordinator will work collaboratively with District Parent Office to support parent/guardian concerns and needs. 			
<p>All members of the school community which includes Network 412 will work together for the success of our students through learning growth, trust and respect via fairs, trips, assemblies, etc.</p> <ul style="list-style-type: none"> ❖ Parents – PTA, SLT, Learning Leaders and established Subgroups ❖ Students – Student Council, Community Service Team, and Grade Student Leaders ❖ Teachers – Grade Inquiry Teams, Curriculum Focused Teams, Professional Learning Committees, Design Team, Social Club ❖ Administrators – Design Team, Professional Learning Committees, Curriculum Focused Teams, Social Club 	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ Students ▪ Parents ▪ Administrators ▪ Outside Consultants 	<p>September '14 to June '15</p>	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Parent Coordinator ▪ Staff Developer ▪ Professional Learning Committee ▪ Network 412 ▪ District Family Advocate

Part 4 – Resources Needed

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

1. Funds will be allocated to purchase incentives to recognize individual and class improvement in school attendance.
2. Trip scheduled to Adventureland in June for students with 100% attendance from Sept. to June.
3. A lobby bulletin board will highlight monthly attendance of students ranging from 95%-100
4. Administrative Team will share strategies to assist classroom teachers in supporting student attendance.
 - ❖ **Fair Student Funding (FSF)** – Incentive trips to celebrate students and their families who meet 95-100% attendance from September to January and February to June
 - ❖ **Fair Student Funding (FSF)** – Incentive materials: pencils, certificates and pizza
 - ❖ **Fair Student Funding (FSF)** – Incentive trip to Broadway Show in March and Adventureland in June
 - ❖ **Title I SWP** – to purchase supportive academic home-school materials for all students, copier paper, envelopes, stamps
 - ❖ **Parent Coordinator Allocation** – will support parent meetings, workshops, and other events scheduled throughout the school year
 - ❖ **Title III Funds** – ESL After-school Program, LEAP and parent workshops
 - ❖ **Translation Funds** – per session for Paraprofessionals to translate during parent events
 - ❖ **Title I SWP** – 1% for parent involvement (Cool Culture Family Pass – for Early Childhood families)
 - ❖ **Title I SWP** – 1% for parent involvement (Parent outings, refreshments, parent take-away)

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	Tax Levy	X	Title I Basic		Title IIA	X	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:

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

By January 9th

- Parents will be invited to meet with child’s teacher to overview the year’s curriculum
- Teachers will overview with parents class expectations and learning protocols
- Parents will attend the Annual Title I Meeting by December 1st
- Parents will engage in workshops providing them with learning on the CCLS in both Literacy and Mathematics
- Teachers would have communicated with parents/guardians via emails, monthly progress reports, telephone and face to face

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

10. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes			No
--	--	-----	--	--	----

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

--

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Students scoring at level 1 or 2 on the 2014 NY State ELA assessment • ELL students scoring at the Beginning or Intermediate level in reading on the 2014 NYSELAT • Early Childhood students (K-2nd) with an independent reading level two or more levels below their grade level 	<p>DIBELS Program to support the Response to Intervention (RTI) in literacy for the bottom four students of each class (K-5th). Progress monitoring provides opportunities to track identified students in order to make decisions about changes to intervention and/or instruction.</p> <p>i-READY Diagnostic and Instruction Reading/ELA Differentiated Instruction Online Learning Program</p> <p>This program assists students in developing comprehension skills. The program analyzes students baseline assessment and then creates individualized learning plans for Students. Students sign in at least 90-minutes per week in school and 60-minutes at home during the week.</p>	<p>Delivery of service is provided through the following methods:</p> <ul style="list-style-type: none"> ♦ Small Group ♦ one-to-one ♦ Tutoring 	<p>Intervention is provided during the following:</p> <ul style="list-style-type: none"> ♦ School Day ♦ Professional Prep Period ♦ Wednesday Institute

<p>Mathematics</p>	<ul style="list-style-type: none"> Students scoring at level 1 or 2 on the 2014 NY State Math assessment 	<p>i-READY Diagnostic and Instruction Math Differentiated Instruction Online Learning Program</p> <p>This program assists students in developing comprehension skills. The program analyzes students baseline assessment and then creates individualized learning plans for Students. Students sign in at least 90-minutes per week in school and at least 60-minutes at home during the week.</p> <p>STMath Differentiated Instruction Online Learning Program</p>	<p>Delivery of service is provided through the following methods:</p> <ul style="list-style-type: none"> Small Group one-to-one Tutoring 	<p>Intervention is provided during the following:</p> <ul style="list-style-type: none"> School Day Professional Prep Period Wednesday Institute
<p>Science</p>	<ul style="list-style-type: none"> Students in 5th grade who scored at level 1 or 2 on the 2014 NY State Grade 4 Science assessment Students in 4th grade who are scoring below grade level on unit assessments 	<p>The Academic Intervention programs in the area of Science are as follows:</p> <p>Harcourt This program focuses on the review of concepts previously Taught. The development of science content and hands-on activities assist in fostering understanding for students of grades 3rd, 4th and 5th.</p>	<p>Intervention is provided during the school day in small group sessions twice a week for students of grades K-1st, 2nd and 5th; three days a week for students of grades 3rd and 4th.</p> <p>Middle School students are provided additional science support daily with the science teacher.</p>	<p>Intervention is provided during the following:</p> <ul style="list-style-type: none"> School Day Professional Prep Period
<p>Social Studies</p>	<ul style="list-style-type: none"> Students of grades 3rd-8th who performed at the lowest level in standards that focused on informational 	<p>The Academic Intervention programs in the area of Social Studies are as follows:</p> <p>Houghton Mifflin Harcourt</p>	<p>Intervention is provided during the school day in small group sessions twice a week for students of grades K-5th.</p>	<p>Intervention is provided during the following:</p> <ul style="list-style-type: none"> School Day Professional Prep Period

	text on the 2014 NY State ELA assessment in	This program focuses on the review of concepts previously taught. The development of history and social studies content include: map skills, reading of tables and charts, as well as understanding government.	Middle School students are provided additional social studies support daily with the social studies teacher.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Students who have lost family members, friends or have been involved in traumatic experiences i.e. fire, car accident, etc. • Students who are exhibiting depression • Students with extreme behavioral concerns 	<p>The At-Risk services provided by the Guidance Counselor are as follows: Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences Peer Counseling – counsels with students who are having interpersonal problems Articulation with Outside Agencies</p> <p>The At-Risk services provided by the School Psychologist and Social Worker are as follows: Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences Peer Counseling – counsels with students who are having interpersonal problems Articulation with Outside Agencies</p> <p>The At-Risk services provided by the DOH</p>	All At-Risks Services are provided through: <ul style="list-style-type: none"> ♦ Individual sessions ♦ Group sessions ♦ Classroom presentations 	All At-Risks Services are provided: <ul style="list-style-type: none"> ♦ During the school day

		<p>School Nurse are as follows:</p> <p>Open Airways – Trains asthmatic students in how to take care of themselves when an attack is coming on, also provides them with understanding food choices that may trigger an attack</p> <p>H1N1 – Provides training to students on the correct way to wash hands and cover mouth when sneezing or coughing, provides staff with current information from DOE on the flu</p> <p>EBOLA – Provides staff and families with updates on cases around the community.</p>		
--	--	--	--	--

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
---	---------------------------------	--	---	--	--------------------

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.

All recruited teachers will be appropriately certified and highly qualified, with some limited flexibility, consistent with State regulations. Principal will work closely with the Network Director of Human Resources and will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follow the guidelines set by the NYS Education Department. The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2014-2015 school year. SWP Title I funds will be set aside to assist such teachers to become highly qualified (ex. Reimbursement for tuition cost, workshop attendance, etc.). In addition, on-going professional development opportunities will be offered to all members of the instructional community, specifically our newest teachers. Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and Buddy Peer System.

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).

- ❖ Professional learning will target the assessed pedagogical needs of the staff with differentiated high quality professional learning opportunities on and off school site.
- ❖ Professional learning will take place on days as prescribed by the new UFT contract guidelines and Chancellor's designated Conference Days.
- ❖ Professional learning will be on-going on Mondays for 80-minute sessions and through Network and DOE opportunities.

New Teachers will be supported by a mentor, staff developer and Lead Teacher. Mentors will meet with their assigned new teacher at least two times a week. The staff developer and Lead Teacher will arrange meetings with new teachers at least three to four times a month.

- ❖ New teachers will be supported in the following areas:
 - Developing classroom protocols and routines
 - Classroom management
 - Citywide Instructional Expectations

- Formal and informal assessment strategies
- Preparation for observations - ADVANCE
- Effective communication with parents
- Lesson planning
- Complying with clerical responsibilities

Administrators attend professional learning workshops held by the network monthly. Professional development information is shared with the staff during planned turn-key sessions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

- There is a member from all grades (PK-8th) on the Design Team. Members meet to support each other by over-viewing created curriculum maps in ELA, math, science and social studies that are Common Core Learning Standard (CCLS) aligned.
- The Data Specialist, Staff Developer and Lead Teacher work with grade teams to assist with curriculum mapping to ensure that curriculum is aligned with the CCLS, utilizes higher order thinking questioning, and differentiates for student subgroups.
- The Design Team members from grades PK-2nd work together to overview completed curriculum units, collected student work samples, analyze data and assist in making adjustments to curriculum units as indicated where needed.
- Early childhood workshops and fairs are scheduled for parents of students in grades PK-2nd. Neighboring Day Care Centers are invited to attend. These fairs focus on early literacy and mathematic programs. The fairs also introduce parents to the technology based programs that their students are working with during the school day. Both parents and students engage in Common Core aligned activities.

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.

School provides ongoing professional learning to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.

School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.

School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

- Common planning time is scheduled which enables teachers to gather and analyze student assessment data-weekly
- Professional learning training is provided in data analysis
- Grade teams analyze student data to set interim goals for the grade and all student subgroups- Weekly
- Classroom teachers analyze individual student data to set interim goals.
- Grade leaders work with teachers to develop instructional strategies and activities to address the needs of students in the lowest – middle – top third of the grade.- weekly
- Funds are set aside to provide substitute coverage and per session for professional learning/planning for teachers and other support staff.
- School administrators use formal and informal observations to monitor the implementation of Grade Team recommendations and strategies in focus classrooms and provide timely written feedback to teachers.- Ongoing
- School administrators meet with grade teams during data conferences to analyze and monitor academic progress of identified students and provide written feedback detailing next steps in instruction for these students.- Monthly
- School administrators and support staff attend and facilitate training in data analysis and best practices in literacy and math, as well as best practices in instruction for English Language Learners and Students with Disabilities. - Ongoing
- Funds allocated to purchase instructional materials to address the needs of student subgroups in grades 3-8. – native language leveled libraries – gender specific texts – leveled libraries

Administrators monitor implementation of intervention/enrichment strategies and activities for student subgroups through formal and informal observations. - using Danielson’s rubric for Teacher effectiveness as a coaching tool to improve instruction and provide timely written feedback.- Ongoing

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 codes¹. 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 consolidated². **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 (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (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 Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$668,219	X	Referenced on pages 9-33

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$168,257	X	Referenced on pages 13-17
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$12,708	X	Referenced on pages 10, 15-17, 19, 23,27 and 28
Tax Levy (FSF)	Local	\$3,981,596	X	Referenced on pages 12, 17, 20, 24, and 29

¹Explanation/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.

²The **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. **Horace E. Greene-P.S./I.S. 45K**, 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. **Horace E. Greene-P.S./I.S. 45K** 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 (*Monthly*)
- 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 (*PTA Meetings*)
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act (*November 2014*)
- 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 (*December 2014*) 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 (*November 2014*)
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year (*December 2014, March 2015 and June 2015*)
- 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 (*May and June 2015*)
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- encouraging more parents to become trained school volunteers (*Learning Leaders*)
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress (*October, December, January, and May*)
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress (*Principal's Monthly Newsletter*)
- 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)

Horace E. Greene-P.S./I.S. 45K, 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.

Role of the Title I Educators:

The Title I teacher understands the importance of a good school environment where every student will learn. The teacher's role is important in providing a quality educational experience for all students. The following responsibilities are to be carried out by all teachers of the school community:

1. To insure the partnership between school and home, keep an open line of communication with parents/guardians and other teachers on the academic progress of all students
2. To teach the state and city common core curriculum to all students
3. To individualize instruction to meet the needs of each child
4. To keep parents/guardians informed of all parent meetings and workshops

In order to improve parent/guardian participation, we will distribute the parent-friendly version of the Department of Education's document "What Your Child Should Know" at the September's "Meet Your Child's Teacher" evening. Parents/Guardians will be informed on information regarding the testing process, formal and informal assessments that will be administered throughout the school year. Parents/Guardians will also receive an overview of the curriculum and expectations. Follow-up meetings will be held throughout the school year to provide parents with pertinent information related to their child (ren)'s educational growth.

To increase parent involvement and participation in the home-school collaboration, we propose the following:

- Parent Coordinator will provide monthly meetings and workshops to be held during the school day and on Saturdays in conjunction with curriculum specialists
- Development of support groups for parents whose child(ren) are in danger of retention (Potential Holdover)
- Ongoing articulation of support of nearby shelters
- Computerized training program to enable parents to retrieve their child (ren)'s academic assessment scores and attendance reports at home (ARIS Parent Link, ACUITY, etc.)
- To encourage parents to join the Learning Leaders program
- To provide parents/guardians with feedback in their home language
- To provide parents with monthly progress reports on their child(ren)

To provide parents reasonable access to staff by:

- ensuring the Parent Coordinator is accessible to parents daily
- 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, Parent Engagement Tuesdays

To 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

Parent Responsibilities:

We, as parents, will support our child (ren)'s learning in the following ways:

- ❖ Supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared every day for school
 - monitoring attendance
 - talking with my child about his/her school activities everyday scheduling daily homework time
 - providing an environment conducive for study
 - making sure that homework is completed
 - monitoring the amount of television my child(ren) watch
- ❖ Participating, as appropriate, in decisions relating to my children's education
- ❖ Promoting positive use of my child's extracurricular time
- ❖ Participating in school activities on a regular basis
- ❖ Staying informed about my child's education and communicating with the school by promptly
- ❖ reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- ❖ Reading together with my child every day
- ❖ Providing my child with a library card
- ❖ Respecting the cultural differences of others
- ❖ Helping my child accept consequences for negative behavior
- ❖ Being aware of and following the rules and regulations of the school
- ❖ Supporting the School and Chancellor's discipline policies
- ❖ Expressing high and offering praise and encouragement

Student Responsibilities:

We, as students of Horace E. Greene's Middle School, will share the responsibility to improve our academic achievement and achieve the State's high learning standards.

- ✓ Specifically, we will:
- ✓ Come to school ready to do our best and be the best
- ✓ Come to school with all the necessary tools for learning; i.e., pens, pencils, books, etc. Listen and follow directions
- ✓ Participate in class discussions and activities
- ✓ Model positive citizenship
- ✓ Follow the class' rules of conduct
- ✓ Follow the school's dress code
- ✓ Ask for help when we don't understand
- ✓ Do our homework every day and ask for help when we need to
- ✓ Study for tests and complete assignments
- ✓ Read independently for a minimum of 4-minutes every day outside of school time
- ✓ Get adequate rest every night
- ✓ Use the library, as well as other resources, to get information and to find books that we enjoy reading

- ✓ Give to our parents/guardians, all notices and information we receive at school
- ✓ Provide community service throughout the school community weekly



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Horace E. Green School	DBN: 32K045
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 114
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 0
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S./I.S. 45K's Title III program provides English Language Learners with supplemental instruction through an afterschool program. The afterschool program specifically addresses ESL instructional literacy strategies to improve reading and math performance. Title III will fund the Wednesday Afterschool ELL Program. The program will run from December to March from 2:30 p.m. to 4:00 p.m. for fourteen sessions. There will be nine groups of 10-15 students from grades 2-8 with nine certified common branch teachers and two certified ESL teachers pushing in to support the long term ELL students in grades 3-8 in both content areas of ELA and Math, as well as the Beginner ELL's in second grade. Differentiated instruction will be provided to meet individual specific needs and ultimately prepare students to meet the standards of the English Language Arts, Math and Science assessments for New York State. Students will also be provided with supplementary instructional materials that will support ELA, Math, and Science instruction.

Students in second grade will use HEADSPROUT and Imagine Learning literacy computer based programs during the after school program. These programs have built in assessment and intervention service providers to track progress. Both programs provide students with experience involving more than 90 phonetic elements and more than 100 sight words. Within the programs, students move from single word comprehension to building meaning and inferential text comprehension. Students' mastery of the skills and strategies offered in these programs is necessary to further success on standardized assessments.

Students from grades third to eighth will receive teacher directed instruction that focuses on preparing them for the ELA and Math New York State assessment. In addition students will use i-Ready a computer-based program. It will pinpoint students' learning to the sub-skill and create adaptive, targeted instruction to meet students' specific needs. The program covers the main Common Core domains: Phonics, Phonological Awareness, High-Frequency words, Vocabulary, Comprehension of Literature, and Comprehension of Informational text. Headphones, supplemental workbooks, notebooks, pencils, copier paper and printing ink will be purchased with Title III funds to support the afterschool program.

This program will continue in 2015-2016 school year.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The Title III ESL teachers will attend various ongoing professional learning opportunities, provided by but not limited to the network, central offices, Monday Professional Learning for Teachers, and Chancellor's Professional Learning Days.

Topics are as follows:

- Supporting ELL's Literacy Development
- Specific Considerations for Teachers of ELL's with Danielson Frame Work
- Understanding Second Language Acquisition and Instructional Strategies for Enriching Literacy
- Strategies For Enriching Language Instruction
- Instructional Strategies for ELL's
- Strategies to assist ELL's on the English Language Assessment (NYSESLAT)

At P.S./I.S. 45K the majority of the staff is highly qualified and certified teachers. In order to best service our students, the Title III Professional Development Program will focus on how to prepare ELL's to meet and exceed the Common Core Learning Standards and achieve higher scores on all city and state assessments. Teachers will be paid trainee rate for participating in the professional development workshops and the teacher trainer will be paid per session rate. Teachers will have the opportunity to attend workshops provided by the city.

The ESL teachers will also provide support and assistance to teachers with ELL students in their classrooms by conducting professional development workshops. Among the ESL Professional Learning Community, we will provide planned activities designed to develop teachers' practices and implement curricula, assessment measures, and instructional strategies for ELL students.

Teachers working in the supplementary instructional program will receive six sessions of professional development after school on Wednesdays 2:30-3:30 p.m. (four teachers will be funded with Title III and six will be funded with Title 1 SWP). Topics to address during these professional development sessions:

1. One one-hour professional development session will be devoted to tools teachers need to address gaps in students' prior knowledge and to use the content to deepen students' engagement with the mathematical practice standards
2. One one-hour professional development session will be devoted to the instructional strategies

Part C: Professional Development

needed to increase achievement of ELLs on NYS ELA and the NYSESLAT.

3. One one-hour professional development session on language development.
4. One one-hour professional development session on differentiated instructional strategies needed to prepare ELL students to meet the state standards and gain clear understanding of the NYSESLAT.
5. Two one-hour professional development sessions devoted to scaffolding across the disciplines: Types of Scaffolding.

Part D: Parental Engagement Activities

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

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

Begin description here: P.S./I.S. 45K's Title III program will provide parents and guardians of ELLs with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education and learning of their children at home. In order to best meet parents' needs, we will have all workshops orally translated. We will also translate all notices to inform parents of workshops and the written material to aid in facilitating parent workshops. We will accommodate parents' diverse schedules by planning a series of two-hour workshops on a variety of topics (times to be announced).

Two workshops will address the following:

- Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments
- Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment. As well as, parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards

ESL teacher, Parent Coordinator, and/or administrators will facilitate parent workshops. Translators will be made available as per parent request. This component is at no cost to Title III.

Part E: Budget

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

Allocation Amount: \$12,708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
-----------------	-----------------	---

Part E: Budget

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

Allocation Amount: \$12,708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$3,890.04 \$863.68 Total: \$4,753.72	Afterschool ELL Academic Program 21 hours of per session for a teacher of ELL students: 21 hours x \$46.31 (current teacher per session rate with fringe) = \$972.51 x (4) teachers = \$1945 Professional Development Sessions 6 hours of training rate for four teachers: 6 hours x \$20.55 (current teacher training rate with fringe) = \$123.30 x (4) teachers = \$493.20 8 hours x \$46.31 (current teacher per session rate with fringe) = \$370.48 (Trainer)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1000 526.50 \$1,000 \$1600 Total: \$4,126.50	Copier Paper – to reproduce supplemental materials for ELL students Pencils and Notebooks Headphones – (\$3.51 x 150 = \$526.50) to support the HEADSPROUT and Imagine Learning computer based literacy programs Books on Tape – to support language development and comprehension NYSESLAT preparation materials to

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$12,708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		support ELLs of all grades
Educational Software (Object Code 199)	\$1,327.78	HEADSPROUTS
Travel	_____	_____
Other	\$2,500	LEAP
TOTAL	\$12,708	_____

**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 32	Borough Brooklyn	School Number 045
School Name The Horace E. Green School--PS/IS 45K		

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 Tracey Lott-Davis	Assistant Principal Carleen Miller-Bailey
Coach Deborah Augustin	Coach Maryellen Waters
ESL Teacher Janet Enriquez	Guidance Counselor Robert Benetos
Teacher/Subject Area Romona Genao, 1st Gr. Tchr.	Parent Tiffany Blanding
Teacher/Subject Area Suzanne Lobban, 2nd Gr. Tchr.	Parent Coordinator D. Shabazz
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Daisy Concepcion	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	8

D. Student Demographics

Total number of students in school (Excluding Pre-K)	883	Total number of ELLs	100	ELLs as share of total student population (%)	11.33%
--	------------	----------------------	------------	---	---------------

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
Push-In	1	1	1	1	1	1	1	1	1					9
Total	2	0	0	0	0	18								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	82	ELL Students with Disabilities	18
SIFE	15	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	82	15	10	26	1	8	1				109

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	
Total	82	15	10	26	1	8	1	0	0	109
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	17	18	18	13	15	12	4	2						99
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic	1		1	1	1	3								7
Haitian					1		1							2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	18	18	20	14	17	15	5	2	0	0	0	0	0	109

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)	10	16	12	9	10	7	0	0	0					64
Intermediate(I)	0	0	4	3	2	1	3	1	0					14
Advanced (A)	8	2	4	2	5	7	2	1	0					31
Total	18	18	20	14	17	15	5	2	0	0	0	0	0	109

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	0	0	0	9
4	7	0	0	0	7
5	11	0	0	0	11
6	2	1	0	0	3
7	1	0	0	0	1
8	0	0	0	0	0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		0		0		0		11
4	10		2		0		0		12
5	13		0		0		0		13
6	1		0		0		0		1
7	1		0		0		0		1
8	0		0		0		0		0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		0		0		0
8	0		0		0		0		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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
In grades K-3rd, the teachers are currently using the Fountas and Pinnell reading inventory assessment to obtain student reading levels. As a result of using the Fountas and Pinnell assessments, decisions are made as to what type of academic interventions are required to move each student to their next level. In addition, in order to measure reading fluency, we are using the DIBELS assessment. In

combination, both assessments allow us a complete picture of the students' reading abilities. This will inform us on how to group students for differentiated, small group instruction. What independent reading books are appropriate and at what instructional level, literacy lessons should be taught.

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

The data on our ELL students based on LAB-R results for all students shows that distribution of proficiency is almost equal between beginner and advanced students, 41 and 39, respectively. Intermediate level total 20. The majority of the students are beginner ELLs. We will need intensive academic intervention to move the greater percentage of ELLs to the next proficiency level. Most of our beginner ELLs are newcomers, we will also provide on-going workshops for parents.

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](#))

Our NYSESLAT data on student modalities gives teachers the data on students' language abilities in reading, writing, speaking and listening. (The most current data from the 2012-13 NYSESLAT exam was not yet available when this document was due in October 2013). That NYSESLAT data is augmented by the collection of DIBELS and Fountas and Pinnell reading levels. Using the combined data, teachers have the information they need to differentiate and customize instruction. Flexible grouping, including heterogeneous and homogeneous are used to target students with similar, or varying degrees of abilities within those modalities. Teachers are also informed by a New York State Education Department School Report Card as to our annual performance and performance indices for all subgroups of students, including English Language Learners content areas of reading, math and science. All teachers have current data from the State and City of New York to measure the progress of our ELLs. The most current State School Report Card available (on the NYCDOE website) and its overview of student performance shows that our ELLs have made adequate yearly progress (AYP) in all the tested areas, based on meeting the requirements of the Annual Measurable performance objectives for our English Language learners.

4. For each program, answer the following:

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

The majority of ELLs are having difficulty in both their native language as well as in English. In literacy we provide the students with text in both languages to ensure comprehension. We also provide our ELL students with different methods of presentation. In every workshop, student-to-students discussion is emphasized to encourage all students to be immersed in the English language.

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](#).)

All ELL students will be administered with Fountas and Pinnelle Reading Assessment System four times a year to:

- Identify students in need of further assessment and possible movement to Tier 2 or Tier 3 intervention
- Provide feedback about class performance to help school leadership identify when a teacher might require support
- Identify students with insufficient progress between screening to progress monitor for six weeks to ensure growth
- Utilize DIBELS Next for progress monitoring in Tiers 2 and 3 at least monthly and up to every other week
- Provide parents with written notification regarding the rationale for intervention
- Provide students identified for Tier 2 or Tier 3 with intensive levels of targeted instruction to meet need and increase progress towards meeting the standard
- Use RtI data in determining if a student has a learning disability
- Provide Pre-referral documentation

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

We use the interview with the parent's to inform us of the student's educational history/background. We inform content area teachers to use the necessary technology to support the learning in the students native language and English language development. The students' second (English) language ability levels, intermediate, advanced or proficient will inform instructions. Visuals, hands on experiences, language experience approaches, contextual clues, or prior knowledge can be utilized to varying degrees based on student levels, and will make learning more effective. Our instruction will be modified through our knowledge of the students' learning abilities.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

At this time, we do not offer Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ESL program is successful. We continuously meet AYP for ELLs. Each year, a number of the students test proficient on the NYSESLAT.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The four step process:
 1. When newcomer students arrive at 32K045 for admission to our school, their parents are provided, a Home Language Survey (HLIS), to be completed. It will inform teachers, and the administration, of the students' first language and language used in the home. Both the ESL teacher and/or the AIS providers conduct an oral interview in the student's native language and in English for screening. After reviewing the HLIS survey, the ESL teacher will determine the students' eligibility for ESL services.
 2. When it is determined that the student is eligible for services based on the HLIS survey, then the ESL teacher will administer the LAB-R. When a student scores at beginning, intermediate or advanced, the student will receive ESL services. Students who score proficient, will be determined not to be LEP's and will not receive ESL services.
 3. Parents, who are not interested in a Freestanding ESL program, are given the option to place the students in a bilingual or Dual Language program outside of our school. ELL Students wishing to attend 32K045 have only the option of receiving services from a Freestanding ESL program.
 4. Every spring, our ELLs will be administered the NYSESLAT, which determines if the students are proficient or if they continue to be eligible for services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Each year, in September, our ESL teacher, administration and Parent Coordinator provide parents with an informative group orientation session, which describes to parents what educational options the NYCDOE provides for their ELLs. Parents are welcomed and assured that we understand the importance of helping them make informed decisions as per CR-Part 154 law and Title III. They are shown a video, which describes in their native language the available program options. Staff developers standby afterward to answer parental questions. The video explains the variety of programs which are offered by the NYCDOE, including Transitional Bilingual, Dual Language and Freestanding ESL. We inform the parents that these programs are available at other schools through the NYCDOE and if they are interested in either of these options we will assist them in locating schools with the aforementioned programs. Parents are informed that if they do not designate a choice, the default choice is to have their child attend a Transitional Bilingual Program. Each parent will be informed that they have the option to change their child's program once a year. Parents of ELLs, who choose Freestanding ESL programs and who are zoned for our school are eligible to attend 32K045.
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 [\[see tool kit\]](#).)
Student entitlement for ELL services are evaluated through the aforementioned procedures in question 1 of this section, related to ELL identification. After HLIS is given, and the student is given the LAB-R, an entitlement letter is sent to the parent of each child in order to describe their eligibility for ELL services. Letters can be sent home with the ELL students to be given to the parents, or are distributed during parent orientations. Options may be discussed at our school with the parent in their native language.
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.
Students will be placed in the appropriate program based on parental selection as mandated by the Federal guidelines and the State of New York. Parents are provided the option to place their child in one of the following programs: Transitional Bilingual, Dual Language, or freestanding ESL. Our school, 32K045, offers freestanding ESL. We inform parents of ELLs that Transitional Bilingual, and Dual Language programs are available at other schools through the NYCDOE within District 32 or another New York

City District. When families are interested in either of these options we assist them in locating a school.

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.

During the mandated state testing time, classroom teachers along with AIS, ESL and other supplemental teachers administer the NYSESLAT assessment.

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. [i](#)
Most parents of ELL students who choose 32K045, already know that our school offers only a freestanding ESL program for our ELL students and as a result, parents select freestanding ESL as their option for student learning.

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])?

Depending on the number of students on a grade and their availability by scheduling of classes for services, the models we use are push-in and pull out. Our ESL teacher will push-in when there is a need for content area support for ELLs. Our ELL non-proficient students are grouped in the same classes on each grade. The former ELLs are placed in different classes on each grade in order to create more diverse classrooms.

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)?

Based on NYSESLAT results, students receive the mandated periods for Beginner, Intermediate and Advanced. This results in hiring of the appropriate number of ESL teachers to fulfill requirements of instruction and to ensure the right amount of services are being provided to each student on a weekly basis. All beginner 3rd, 4th, and 5th grade students are pulled-out for their mandated ESL

instructional minutes. The 1st and 2nd grade beginners are also grouped and pulled out for the mandated instructional time. In addition, the ESL teacher will push-in for all students from grades K-5.

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.

Articulation is expected between the classroom teacher and the Freestanding ESL program teachers. Since research shows that the classroom environment provides limited opportunities for ELLs to produce oral language, one of the primary missions of our Freestanding ESL program is for our students to be given ample opportunities to produce oral language through activities and group work using the push-in or pull-out model. Articulation between the ESL teacher(s) occurs to help reinforce content area vocabulary development among ELL students.

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

Our ELLs are tested using the LAB-R at the beginning of the school year to identify eligibility. Students who are eligible and dominant in Spanish are then given the Spanish LAB to evaluate their native language comprehension levels of proficiency in the native language. Additionally, our students are given the option to take the content area tests in math and science, in their native language.

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

The goal of our ESL program is to move each ELL student to the next level. We do periodic assessment every week to ensure that our students have improved in all four modalities, reading, writing, speaking and listening. Students are assessed by the regular classroom teacher and the ESL teacher. The NYSESLAT is also given annually to give an indication of student progress in all the four modalities.

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).

Students with Interrupted Formal Education (SIFE), are provided with a very supportive environment that responds to their immediate social, cultural and linguistic needs. They are immersed in the English language. A buddy system is utilized to assist them to the adjustment of a new school and new culture in order to work towards the goal of biculturalism, and to assist them with adjusting to their classrooms' rituals, routines and educational activities. Our students are provided academic intervention services after school and on Saturdays through enrichment classes to accelerate academic achievement.

ELLs who have less than three (3) years in the U.S. schools, continue to receive 360 minutes of ESL services for beginning and intermediate levels, and 180 minutes for advanced level students. The aforementioned will continue to receive services, until they are proficient on the NYSESLAT. Students who have been in the U.S. schools less than three (3) years, will be provided with lessons that offer, pictures, diagrams and demonstrations. The ESL teacher provides differentiated instruction using Total Physical Response (TPR) methodologies, hands on activities and Language Experience Approach methodologies (i.e. playing and discussing books on tape, interactive learning on computers using Headsprout and Starfall. In addition, teacher will expose them to speaking and listening during the read-alouds. Phonics and language pattern teaching will also be employed with our ELLs.

English Language Learners, with 4 to 6 years, will be offered intensive academic intervention so as to ensure intensified literacy and language development. They will receive explicit instruction in the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension instruction will be provided. Former ELLs will continue to receive academic support for another 2 years; continue to have testing accommodations for the State ELA math and science exams.

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?

Paste response to question here:

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?

Students

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

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

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

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

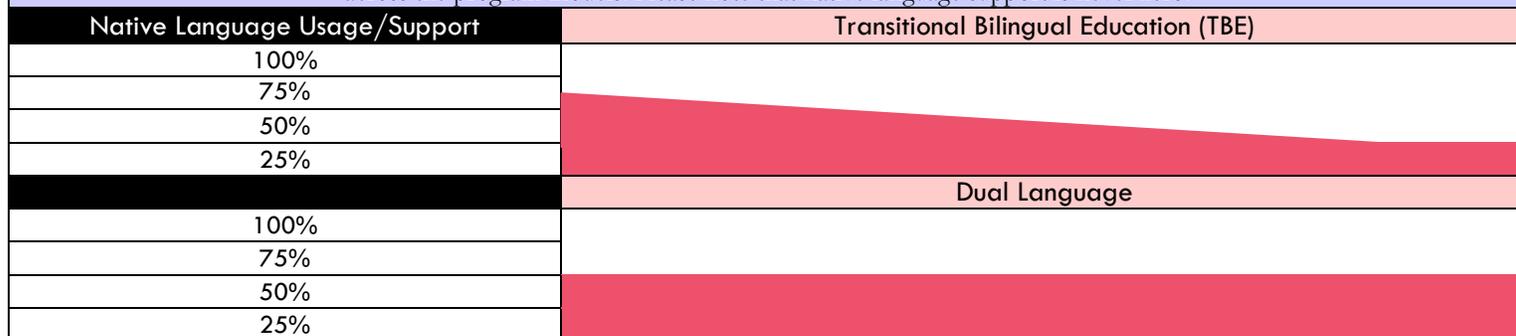
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- Besides receiving literacy and other content instruction from their classroom teachers, the school offers Academic Intervention Services to students to all students and ELLs whose performance is below grade level. Academic Intervention Services are provided in small groups to ensure maximum learning opportunities. In addition, extended day programs, attended by more than 90% of our students and Saturday Academy are also utilized to accelerate English Language Learner academic achievement. Instruction at these times targets our ELLs in mathematics and literacy.
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 ESL program provides a nurturing and safe environment to create a highly affective filter for learning for all the ELLs. Our mission is to help them meet their academic requirements. They are pulled out for services using academic differentiation so they continue to move forward in acquiring more academic vocabulary. In monitoring our ELLs vocabulary development, we improve their language proficiency which is our indicator of success in the program. Our program is effective as a result of the collaboration between the classroom teacher and the ESL teacher to better serve our students and meet our mission. All teachers of ELLs are aware of the students NYSESLAT and LAB-R data. Periodic benchmark assessments are administered and the results are analyzed to inform instruction for all ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
- We will provide our ELL students with Native Language/English dictionaries on a daily basis. In addition, ongoing, in-house, professional development, to infuse English Language instruction with classroom strategies to aid ELL students in learning English at an accelerated rate. Every teacher should attend professional development on language acquisition theory and vocabulary development and oral language development opportunities within each unit/lesson. Strategies on ELL language development will become part of all teacher team meetings in content areas and on all grade levels.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services which are provided at 32K045 that will be discontinued. All programs offered are necessary to aid our ELLs in academic achievement.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs in our school are part of the general education classroom, with the exception of our self contained special Education classrooms with ELLs. All our ELLs are receiving push-in or pull-out ESL instruction and either remain in the classroom or are serviced in the classroom of our ESL teacher. Our extended day and afterschool programs, are open to all students, and includes all ELLs. All extended day and afterschool instruction is modified to meet the needs of all ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs in our school are part of the general education classroom, with the exception of our self-contained special Education classrooms with ELLs. As a result all ELL students are afforded the same access to all materials and technology as any other student in our school, including our ELL students who are in Special Education classes. Every classroom in our school has technology, including SMART boards and computers. In addition, all classes are scheduled for additional time in the computer lab with their teachers where they engage in work on computer programs designated for their grade and ability levels, such as, Destination Learning, Star Fall, Brain Pop, ST-MATH, etc.
- In order to maximize student support, our teachers supply ELLs with materials such as bilingual dictionaries and glossaries, audio books, phonics workbooks that support instruction. Reading Street by Scott Foresman is used to support English Language development. Our ESL program utilizes, books on tapes, posters, workbooks and picture cards depending on student proficiency levels. There are language-rich materials with picture supports to make the content and language comprehensible for beginners. We use Headsprout, an internet-based reading program that effectively teaches the essential skills and strategies required for rapid reading success. For the intermediate and advanced we use the Discovery Learning program, which targets specific reading skills. In addition, to prepare ELLs for content-area State tests in math and ELA, the school provides workbooks, such as buckle down to specifically address skill-based needs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ELLs are encouraged to use their native language with their teachers and their peers in both academic and social settings so they are able to affirm their own cultures and fully express themselves as they transition and develop their second language. Dual language libraries are provided as a means of fostering a more meaningful transition.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ESL grouping in our school is according to their grade and proficiency levels. Therefore, the services they receive are age and grade appropriate. All ELLs from K-5 are serviced according to their mandated number of minutes required under CR Part 154. Beginners and intermediate are provided 360 minutes of ESL instruction and 180 minutes for advanced. They will receive at least 180 minutes of ELA instruction in the classroom. In addition, ELLs are provided with resources and academic differentiation appropriate with their levels. (See question 14 for more detail on materials and resources).
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.
We provide an on-going orientation for newly enrolled ELL students.
18. What language electives are offered to ELLs?
We offer Spanish as an elective for all our ELLs.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Our assistant principal will be utilized to do professional development for all teachers of ELL teachers and will work hand-in-hand with the ESL teacher to monitor the ESL program. Professional development will be done several times a year for teachers in order to help them better understand how to better work with ELL and Standard English Language Learners (SELLs). Professional development will be done in the areas of differentiation and RTI for monitoring ELLs. Techniques and strategies for oral language development for ELLs will be developed for all our teachers of ELLs. Other topics, such as, employing ESL strategies in the content area will also be discussed in professional development sessions.

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?

PS/IS 45K's ESL program will provide parents and guardians of ELLs with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education and learning of their children at home. In order to best meet parents' needs, we will have all workshops orally translated. We will also translate all notices to inform parents of workshops and the written material to aid in facilitating parent workshops. We will accommodate parents' diverse schedules by planning a series of two-hour workshops on a variety of topics (times to be announced).

Three workshops will address the following:

- Saturday, February 8, 2014--Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments.
- Saturday, March 8, 2014--Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment.
- Saturday, March 15, 2014--Parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards.

ESL teacher, Parent Coordinator, Math and Literacy lead teachers, and/or administrators will facilitate parent workshops. Paste response to questions here:

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: <u>Horace E. Greene</u>		School DBN: <u>32K045</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
TracEy Lott-Davis	Principal		11/16/13
Carleen Miller-Bailey	Assistant Principal		11/16/13
Debra Shabazz	Parent Coordinator		11/16/13
Janet Enriquez	ESL Teacher		11/16/13
Tiffany Blanding	Parent		11/16/13
Ramona Genoa, 1 st Grade	Teacher/Subject Area		11/16/13
Suzanne Lobban, 2 nd Grade	Teacher/Subject Area		11/16/13
Deborah Augustin	Coach		11/16/13
Maryellen Waters	Coach		11/16/13
Robert Benetos	Guidance Counselor		11/16/13
Daisy Concepcion	Network Leader		11/16/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **32K045** School Name: **Horace E. Greene School**

Cluster: **04** Network: **412**

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.

1. When newcomer students arrive at 32K045 for admission to our school, their parents are provided, a Home Language Survey (HLIS), to be completed. It will inform teachers, and the administration, of the students' first language and language used in the home. Both the ESL teacher and/or the AIS providers conduct an oral interview in the student's native language and in English for screening. After reviewing the HLIS survey, the ESL teacher will determine the students' eligibility for ESL services.

2. We also generate language reports from ATS, use the blue cards and interview the parents.

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.

During SLT and PTA meetings, we share with the community the availability of written and oral translation.

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 will be provided by school staff and parent volunteers.

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

Oral translation services will be provided by school staff and parent volunteers. We will also utilize the Department of Education, Translation and Interpretation Unit. Oral interpretation for Spanish, Haitian Creole, Bengali and Arabic -speaking parents are provided by in-house staff.

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 Language and Interpretation poster is displayed at the main entrance of the school building and near the main office. The Parent Coordinator has Chancellor's Regulations A-663 translation documentation available in her office.

