



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                    **23K073**

**School Name:**                         **PS/IS 73**

**Principal:**                               **KENYA STOWE**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS/IS 73 School Number (DBN): 23K073  
School Level: K-8 Grades Served: 4,5 and 8  
School Address: 251 MacDougal Street, Brooklyn, NY 11233  
Phone Number: 718-573-0288 Fax: 718-455-1835  
School Contact Person: Kenya Stowe Email Address: [Kstowe@schools.nyc.gov](mailto:Kstowe@schools.nyc.gov)  
Principal: Kenya Stowe  
UFT Chapter Leader: Joseph Mahler  
Parents' Association President: Carlene Bryan  
School Leadership Team  
Chairperson: Joseph Mahler  
Student Representative(s): Khali Magwood

**District Information**

District: 23 Superintendent: Mauriciere de Govia  
1665 St. Marks Avenue – Room 125  
Superintendent's Office Address: Brooklyn, NY 11233  
Superintendent's Email Address: [mdegovi@schools.nyc.gov](mailto:mdegovi@schools.nyc.gov)  
Phone Number: 718-240-3677 Fax: 718-385-3768

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 611 Network Leader: Deborah Schaefer

## 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 School Comprehensive Educational Plan (SCEP) 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)
Kenya Stowe	*Principal or Designee	
Joseph Mahler	*UFT Chapter Leader or Designee	
Carlene Bryan	*PA/PTA President or Designated Co-President	
Jimmie McLaughlin	DC 37 Representative, if applicable	
Khali Magwood	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shavon Robinson	Member/ Parent	
Gabrielle Beckford	Member/ Parent	
Keisha Gillis	Member/ Parent	
Laura Burns	Member/ Teacher	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/IS 73 was a K-8 school that is currently in our second year of the phase-out process. Currently, we serve 108 students across grades 4, 5 and 8. We are housed on campus K073 along with 2 other schools. Despite being a phase-out school, our school community is dedicated to ensuring that our students receive a high-quality education. It is our goal to make our last 2 years our best 2 years.

Our vision is to create a safe, caring and nurturing environment where academic achievement is the norm, social and emotional growth are encouraged and leadership skills are developed. We are committed to making 73 a place where we strive to educate the whole child. Every day our students will be provided with meaningful, rigorous, and engaging learning experiences that incorporates 21<sup>st</sup> century technology. These experiences will provide them with the knowledge and skills necessary to make positive choices to become leaders of tomorrow and to be successful throughout college, career and beyond.

Our mission is to make 73 a place where everyone (staff, students and parents) knows that their role in the educational process is valued and where we all work collaboratively and diligently to achieve academic and personal greatness.

### Accomplishments

Our administration has been successful in managing capital resources and obtaining grants to support the educational experiences that our students receive. We have obtained over \$400,000 in grants to incorporate technology into our curriculum and have also received grants like Healthy Kids, Healthy Schools and Fuel Up 60 to support our initiative to educate the whole child. Additionally, we have received a beautification grant that has allowed us to create a warm and welcoming physical environment. Lastly, our students also participate in the BOKS and Champs program to enhance their learning experiences.

### Challenges

One of the challenges that we faced during the 2014-2015 school year was a result of the phase-out process. Many effective teachers were excessed, resulting in teachers who only had early childhood teaching experience moving to teaching students in testing grades. Additionally, we had to hire all new teachers for our middle school program, all of whom were first year teachers. Another major challenge for us during this time, was adapting and training teachers to implement new ELA and math curriculums.

### Growth in DTSDE Tenets

The year was also met with many successes. Many decisions made by our leadership team, as well as members of the school community working collaboratively toward common goals resulted in a positive impact across the school. High expectations for all stakeholders were evident and constantly communicated throughout the year. The decision to hire content area teachers for the middle school, resulted in academic improvements for many of our 7<sup>th</sup> and 8<sup>th</sup> grade students. In an effort to build capacity and improve teacher pedagogy, teachers engaged in quality professional development sessions throughout the year. These sessions were conducted by outside consultants, school and network staff members. The impact resulted in us achieving our goal for improving teaching practices across all domains but specifically within our instructional focus of Engaging Students in Learning.

### Areas of Focus in DTSDE Tenets

Though we have made some strides, we continue to identify and work on improving areas of focus. We have analyzed the teacher/student performance data and evaluated the actions, strategies and activities that addressed last year's goal and either refined the systems that were effective and/or added new systems. Refining of the systems/structures included but are not limited to departmentalizing our elementary school, implementing new ELA and math curriculums, continuing our emphasis on integrating technology into our curriculum, scheduling more time for teachers to meet to engage in collaborative planning and analysis of data, providing differentiated professional development based on teacher needs, improving the quality of feedback provided to the teachers, beginning our after school program earlier than we did last year and extending our Saturday Academy from 4 weeks to 8 weeks during February and March.

## 23K073 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	04,05,08	Total Enrollment	108	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.7%	% Attendance Rate		89.3%
% Free Lunch	85.7%	% Reduced Lunch		1.0%
% Limited English Proficient	4.6%	% Students with Disabilities		28.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		79.1%
% Hispanic or Latino	18.4%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4		8.6%
Science Performance at levels 3 & 4 (4th Grade)	61.9%	Science Performance at levels 3 & 4 (8th Grade)		15.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Strengths:**  
 According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, teachers plan using the Rigorous Curriculum Design to organize their units of study with clear learning outcomes, matching assessments, engaging learning experiences and instructional strategies that will serve as both a detailed road map and the high quality delivery system for ensuring that all students achieve the desired end. There are monthly meetings with the instructional core team to ensure curriculum alignment and to prioritize standards and assessments. Weekly meetings during common planning times also support the curriculum alignment to identify road blocks, students' needs, differentiation, and enrichment. Teachers use the Task Analysis Guide to assess the rigor of curricula and the instructional tasks assigned to each unit. Instructional tasks are modified as needed and RtI is provided for small group instruction using Achieve 3000 as a supplemental program. The school has adapted curriculum and supplemental materials that are CCLS aligned and that recognize the instructional shifts for students to think critically allowing more opportunities for independence and collaboration in order to enable student's to be more responsible and take ownership of their learning.

**Weaknesses:**  
 According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, we must increase consistency of teaching practices across grades and subjects so that the lessons reflect the school's beliefs and provide multiple entry points for all students. Additionally, teaching practices must be targeted to meet the needs of a variety of students, to avoid limiting levels of engagement and the critical thinking.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the ELA and math units of study and lesson plans will be rigorous, coherent and will include instructional supports that create multiple entry points enabling all students to engage in tasks that promote critical thinking skills as evidenced by lesson plans, units of study and teacher observation reports.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>• Professional development will be provided to all teachers on the Common Core Learning Standards and improving lesson and unit planning, as well as sessions that support Engaging Students in Learning, Reaching Multiple Learners, Universal Design for Learning, Teaching to Multiple Intelligences, and Integrating Technology into the Curriculum. Through the professional development we will continue to develop a normed understanding of rigor as defined by the standards and learn strategies to improve lesson and unit planning by including instructional supports that create multiple entry points for all learners. Professional development will be provided by school leaders, Center for Integrated Teacher Education, and Network coaches.</li> <li>• Consultants from Center for Integrated Teacher Education and the Leadership Academy will be hired to provide coaching for both the principal and assistant principal once a month from October through June to support the development of understanding and supporting engaging students in learning and creating multiple entry points to meet the needs of all learners.</li> <li>• Instructional Team (teachers and school leaders) will meet twice a month to discuss the quality of the units of study, assist in modifying the units of study, create common assessments and rubrics, ensure vertical and horizontal alignments across the grades and to identify instructional resources/materials designed to strengthen the curriculum and enrich learning experiences (the Instructional Team will be paid per session for meetings that occur after normal school hours)</li> <li>• Supplemental instructional materials in ELA and math such as Achieve 3000, READY and I-Ready will be purchased to support successful implementation of the units and lessons.</li> <li>• Teacher teams will meet weekly during common planning times to modify the units of study and plan lessons to ensure rigor, activities that heighten student engagement and embed instructional supports for all learners.</li> </ul>	<p>All staff members</p>	<p>September 2014 – June 2015</p>	<ul style="list-style-type: none"> <li>• Professional development will be provided to teachers by school leaders, Center for Integrated Teacher Education and Network coaches.</li> <li>• Professional development will be provided to school leaders by Center for Integrated Teacher Education and Leadership Academy coaches.</li> <li>• Instructional Team (teachers and school leaders) will meet twice a month to modify units of study.</li> <li>• School leaders will purchase supplemental material to support successful implementation of unit and lesson plans.</li> <li>• Teacher teams</li> </ul>

			will meet weekly during common planning times to modify units of study and lesson plans.
<p>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). In addition to the strategies noted above:</p> <ul style="list-style-type: none"> <li>Resources that support meeting the needs of students with disabilities, English Language Learners and other high-need student subgroups will be incorporated into unit and lesson plans, as well as daily instructional practices.</li> <li>All teachers will be provided with the Individual Educational Plans of students that they service. These teachers will also participate in weekly professional development sessions and grade level meeting to increase their knowledge and resources available to meet the needs of these subgroups</li> </ul>	English Language Learners, students with disabilities and level 1 students	September 2014-June 2015	<ul style="list-style-type: none"> <li>Administrators and instructional leads will analyze and select curriculum that include instructional supports to meet the needs of the subgroups.</li> <li>Administrators, instructional leads and network coaches will facilitate professional development sessions.</li> <li>Teacher teams will meet weekly during common planning times to modify units of study and lesson plans.</li> </ul>
<p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> <li>Parental Communication Cycle developed to enhance collaboration between home and school will be implemented. The cycle includes phone calls, family workshops, conferences and other activities throughout the year</li> <li>Parent Curriculum Letters will be sent home monthly across all grades</li> <li>Progress Reports will be sent home every 6 weeks</li> <li>Parent Engrade Accounts</li> <li>Family Curriculum night will be held twice a year</li> </ul>	All parents and staff members	September 2014-June 2015	<ul style="list-style-type: none"> <li>School leaders, teachers and the parent coordinator will plan and actively engage parents in the Parental Communication Cycle.</li> <li>Learning Leaders and Center for Integrated Teacher Education consultants will facilitate some of the planned workshops.</li> </ul>
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> <li>Teachers will create environments where high expectations exist for all learners</li> <li>Students will identify their “trusted adult” via the Trusted Adult Contract. This adult will be responsible for comprehensive knowledge and support of that student throughout the year.</li> <li>Pupil Personnel Team will also provide intervention services and counseling to struggling students</li> </ul>	All staff members	September 2014-June 2015	Administrators, Pupil Personnel Team, guidance counselor and dean will work with teachers and students to facilitate and ensure that the element of trust exists throughout the year.

**Part 4 – Resources Needed**

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

1. Title I Priority/Focus and School-wide Project funds will be used to pay Center for Integrated Teacher Education consultants that work with teachers a minimum of once a month from October through June to provide support in creating lessons that are engaging and provide access points for all learners.
2. Consultants from Center for Integrated Teacher Education and the Leadership Academy will be hired to provide coaching for both the principal and assistant principal once a month from October through June.
3. Title I Priority/Focus and School-wide Project funds will also be used to pay for 4 teachers and 1 administrator on the instructional team for 2 hours for 20 weeks to modify and analyze the units of study to ensure that units are rigorous, engaging and provide access points for all learners and to pay the instructional team per session when the professional development takes place after school hours.
4. Title I Priority/Focus and School-wide Project funds will be utilized to purchase supplemental instructional materials such as Achieve 3000 and I-Ready to align with our instructional focus of engaging students in learning.
5. School schedule will strategically allow time for teachers to meet at least 3 times a week for common planning.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

None

**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.

1. Teacher and Instructional team feedback from professional development sessions will indicate greater comfort and application when planning and implementing lessons using strategies during the workshops. Additionally, there should be evidence of the improvement of the quality of revised units of study. Improvement in lesson planning will be evidenced by teacher lesson plans and the associated rating in Advance.
2. Meeting notes, feedback forms, consultant logs and associated Principal Performance Observations ratings should evidence improvement in school leaders understanding and supporting engaging students in learning and creating multiple entry points to meet the needs of all learners.
3. Progress toward this goal will be assessed in January 2015 by analyzing the ELA and math units of study from September through December, to ensure they include tasks that are rigorous and include instructional supports that allow multiple entry points for all learners.

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

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

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	WD
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	WD
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	WD
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	P

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Strengths:**  
 According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, school leaders and staff cultivate a respectful and inclusive environment with a range of highly effective support services thus effectively addressing students’ academic and social emotional needs.  
 The school celebrates the student, parent and staff of the month to recognize individuals that go above and beyond their roles to aid at the school in achieving greatness. The leadership greets students every morning and faculty is accessible to families during the day and at dismissal time. The principal has an open door policy and students, parents and teachers say they always see her, making suggestions or sharing concerns. Principal conducts monthly meetings with parents such as, Coffee with the Principal, where parents are welcome to share their concerns and positive experiences. Students have a voice as the student government, they participate in monthly meetings with teachers where they can share their interests and concerns, and they can participate in multiple community services. The student government has increased student and staff communication and it has inspired positive student behavior across the school.  
 Additionally, a full-time guidance counselor works with identified students on developing positive attitudes toward school via peer mediation and after school clubs. The school extracurricular activity clubs serve as a means to educate the whole child. Students engage in activities they enjoy as well as receiving information to support their socio-emotional growth. Students have identified key adults that they can go to when needed. The “Trusted Adult Contract” allows all students to identify a person that they trust and pledge to contact if they are having any issues or need support or guidance. The identified trusted adult helps to coordinate attendance, social-emotional learning, and development services to meet the student’s needs. As a result, the school provides an environment conducive to learning, where students, parents and teachers feel safe, welcome and valued. Consequently the school supports an inclusive culture that supports progress towards the school’s goals leading to improvement efforts.

**Weaknesses:**  
 According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, we must

continue to strengthen and expand our current practices and programs in an effort to continue to decrease the number of discipline related infractions as evidenced in the Online Occurrence Reporting System.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will continue to implement and refine school-wide systems that create a safe and supportive environment and decrease the number of Level 3, 4 and 5 occurrences by a minimum of 40%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• We will continue to work on improving safety at our school. Ongoing professional development in Positive Behavior Interventions and Support will be provided for the dean, guidance counselors and teachers on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning provided by Center for Integrated Teacher Education and Network coaches. Teachers will incorporate the school’s “core values” and premise of our school song into their classroom culture Bullying Prevention/Anti-gang workshops will be provided by School Safety Community Outreach Division. The behavior team will meet weekly to analyze student incident data, identify trends and devise a plan of action to address chronic behavior problems. Best Practices Standards for Creating and Sustaining a Safe and Support School will be utilized to ensure structures and routines are in place to ensure a safe environment.</li> <li>• We will continue promoting and rewarding positive behavior through our Great Bucks program.</li> <li>• We will conduct Friday extra curricula activities (led by 5 teachers and 1 administrator) and extended day clubs (led by clusters) where teachers will address social development and promote positive behaviors (teachers/administrator will be paid 2 hours per session a week from October 2014-June 2015).</li> </ul>	<p>All students</p>	<p>Sept 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• All staff members will receive training in Positive Behavior Interventions and Support, building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning. Training will be provided by school leaders, Center for Integrated Teacher Education and Network coaches.</li> <li>• All staff members will promote and reward positive behaviors through our Great Bucks program. School leaders will plan</li> </ul>

			<p>monthly Great Bucks events to celebrate improvement in the behaviors.</p> <ul style="list-style-type: none"> <li>The Extra Curricula after school clubs will be supported by a school leader and 5 teachers.</li> </ul>
<p>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):</p> <ul style="list-style-type: none"> <li>Our Greatness GEEKS (Guys/Girls Empowered by Excellence, Knowledge and Support) supports and inspires our most challenging students (including students with disabilities, ELLs, and other high-need subgroups) in achieving personal and academic greatness.</li> <li>Our Great Bucks program enables all students to earn points by exhibiting positive behavior or making a contribution to the school community.</li> </ul>	Students with disabilities, English language learners, and other high-need student subgroups	September 2014 – June 2015	<ul style="list-style-type: none"> <li>The Greatness GEEKS(Guys/Girls Empowered by Education, Knowledge and Support) will be facilitated by the dean, guidance counselor and school social worker.</li> </ul>
<p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> <li>All parents participate in the Great Bucks program. Parents receive Great Bucks and are recognized for their outstanding contributions to the school community as well for partnering with us on their child’s educational journey during monthly assembly programs.</li> <li>Principal conducts monthly Coffee with the Principal meetings with parents.</li> </ul>	All parents and the parent coordinator	September 2014 – June 2015	The parent coordinator, PTA and assistant principal will collaborate on parent Great Buck incentives and recognition programs.
<p>Activities that address the Capacity Framework element of Trust:</p> <ul style="list-style-type: none"> <li>The leadership greets students every morning and faculty is accessible to families during the day and at dismissal time.</li> <li>The principal has an open door policy and students, parents and teachers say they always see her, making suggestions or sharing concerns.</li> <li>Principal conducts monthly meetings with parents such as, Coffee with the Principal, where parents are welcome to share their concerns and positive experiences.</li> <li>Students have a voice as the student government, they participate in monthly meetings with teachers where they can share their interests and concerns, and they can participate in multiple community services.</li> <li>The “Trusted Adult Contract” allows all students to identify a person that they trust and pledge to contact if they are having any issues or need support or guidance. The identified trusted adult helps to coordinate attendance, social-emotional learning, and development services to meet the student’s needs.</li> </ul>	All members of the school community	September 2014 – June 2015	<ul style="list-style-type: none"> <li>Administrators and staff members will continue to greet students every morning.</li> <li>Principal will arrange and conduct monthly Coffee With The Principal meetings.</li> <li>Principal and school leaders will facilitate meeting and student government activities.</li> <li>The dean, guidance counselor and social worker will ensure that every student has identified a Trusted Adult.</li> </ul>

**Part 4 – Resources Needed**

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

adjustments, etc.

1. Title I Priority/Focus funds will be used to pay Center for Integrated Teacher Education consultants that provide professional development workshops on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning. Center for Integrated Teacher Education consultants will provide 10 workshops throughout the year.
2. Title I Priority/Focus funds will be used to pay for student admissions for 4 educational reward trips throughout the year.
3. Title I Priority/Focus funds will be used to pay 5 teachers and 1 administrator per session for the Extra Curricula After School program that will from October 2014-June 2015 on Fridays from 2:30-4:30 for 30 sessions.

**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	Title I Basic	Title I 1003(a)	Title IIA	Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
None								

**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.

1. Improvement in school safety will be measured by a decrease in the number of Level 3-5 incidents recorded in Online Occurrence Reporting System.
2. Effectiveness of the Great Bucks program will be measured by student feedback and student responses on the actual Learning Environment Survey and Mock Learning Environment Survey.
3. Effectiveness of the after school clubs will be measured by student feedback, a decrease in the number of Level 3-5 incidents recorded in the On-line Occurrence Reporting System and results of the Learning Environment Survey.
4. Progress toward this goal will be assessed in January 2015.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes			No
• 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Strengths:**

According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, the school believes in a student-centered classroom that is safe and nurturing where students make real world connections and are engaged in rigorous and engaging instruction designed to promote critical thinking skills. To support this belief, the school focuses professional development on techniques designed to foster student engagement and student discussion to enable students to evaluate information and deepen understanding.

**Weaknesses:**

According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, we need to increase consistency of teaching practices across grades and subjects so that the lessons reflect the school's beliefs and discussions require students to engage in higher-order thinking skills so that all learners produce meaningful work. Lack of consistent across classrooms results in teaching practices are not targeted to meet the needs of a variety of students, thus limiting levels of engagement and the critical thinking for all students.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will improve their performance in 3C: Engaging Students in Learning as evidenced by 75% or more of teachers increasing at least one HEDI level or more in this competency using Danielson's Framework for Teaching.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• School leaders will develop a school-wide professional development plan. Professional development will be provided to all teachers on Danielson’s Framework for Teaching and Advance. Through the professional development we will continue to develop a normed understanding of the criteria. Professional development will be provided by school leaders, Center for Integrated Teacher Education, Leadership Academy and Network coaches.</li> <li>• School leaders will partner with Center for Integrated Teacher Education and our Network coach and to norm feedback, calibrate ratings, and plan/facilitate professional development.</li> <li>• Teachers will be provided with frequent feedback from school leaders towards the improvement of instructional practices. We will use the instructional rounds model to develop strong teacher practice and coherence throughout the school.</li> <li>• Teachers will meet with school leaders during the year to discuss progress towards professional goals. All staff members have completed the Initial Planning Conference and developed professional goals. In addition, teachers will meet with school leaders mid-year and end of year to further discuss progress.</li> </ul>	<p>All staff members</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> <li>• School leaders will develop a school-wide professional development plan. Professional development workshops for teachers and administrators will be facilitated by school leaders, Center for Integrated Teacher Education, and Network coaches.</li> <li>• School leaders will partner with Center for Integrated Teacher Education, Leadership Academy and Network coaches to plan and facilitate professional development sessions.</li> <li>• School leaders will provide feedback at least six times to all classroom teachers.</li> <li>• School leaders will conference with teachers at the beginning, middle and end of the year to discuss growth.</li> </ul>

<p>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):</p> <ul style="list-style-type: none"> <li>Teachers of students within these subgroups will receive additional professional development sessions to increase their capacity to meet the needs of these students.</li> </ul>	<p>Teachers of students with disabilities, English Language Learners and other high-need subgroups</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> <li>Professional development workshops for teachers and administrators will be facilitated by school leaders, Center for Integrated Teacher Education, and Network coaches.</li> </ul>
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child's academic and social performance and provided them with strategies to support their child's growth at home.</li> </ul>	<p>Parents of students with disabilities, English Language Learners and other high-needs subgroups</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> <li>Monthly meetings and workshops will be facilitated by school leaders, teachers, Center for Integrated Teacher Education, and Network coaches.</li> </ul>
<p>Activities that address the Capacity Framework element of Trust:</p> <ul style="list-style-type: none"> <li>The cycle of professional development, that includes Initial Planning Conferences, feedback meetings, benchmark meetings and instructional rounds not only will result in a strengthening of teacher capacity and student outcomes, but will increase trust among staff members in the processes and systems that are designed for improvement.</li> </ul>	<p>All teachers</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> <li>Monthly meetings and workshops will be facilitated by school leaders, teachers, Center for Integrated Teacher Education, and Network coaches.</li> <li>Initial Planning Conferences and benchmark conferences will be facilitated by school leaders.</li> </ul>

**Part 4 – Resources Needed**

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

- Title I Priority/Focus and School-wide Project funds will be used to pay for Center for Integrated Teacher Education and Leadership Academy consultants to provide professional development and support in improving teaching practices. These funds will also be used for teacher per session (approximately 200 hours) when professional development takes place after normal school hours. Faculty conferences and grade meetings are also used to conduct professional development sessions.
- Title I Priority/Focus and School-wide Project funds will be used to pay for Center for Integrated Teacher Education and Leadership Academy consultants. The Center for Integrated Teacher Education consultant will work with various teachers once a month from October through June providing workshops, in class support and assistance with developing coherent lesson plans. These funds will also be utilized for Center for Integrated Teacher Education consultants who will provide workshops for teachers throughout the year from October through June in enhancing their teaching practices.
- School leaders will meet with teachers during administrative periods to provide feedback.

4. School leaders will meet with teachers during administrative periods to discuss progress.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

none

**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.

11. Teacher feedback from professional development sessions will indicate greater comfort and application when using Danielson’s Framework for Teaching and implementing strategies provided during the workshops.
12. Meeting notes, professional development agendas and feedback forms will show evidence of effectiveness, calibrated ratings, patterns, and trends that result from the professional development sessions.
13. Teacher growth will be evidenced in the feedback and associated ratings in the Advance System.
14. Teacher reflections and progress logs (mid and end of year) will show evidence of progress toward meeting their goals.
15. Progress toward this goal will be assessed in January 2015 by analyzing teacher Advance ratings under competency 3C: Engaging Students in Learning.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

16. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

17. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	P
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	P
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	P

**Part 1b. Needs/Areas for Improvement:**

18. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

19. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Strengths:  
According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, the administration prioritizes strategic alignment of the school’s resources to its goals, with organizational decisions that are effective in empowering staff to maximize student achievement. School resources are aligned to the school’s goals of improving literacy and numeracy. The principal has strategically hired one assistant principal to save money and to ensure that funding is used to support professional development opportunities for the staff. In addition, funds are used to improve technology, providing all classrooms with SMARTboards and instruction on their use. In addition, the instructional team meets weekly with grade team leaders to ensure that the professional development plan is aligned with the strengths and needs of the staff. Administrators use teacher observation results to suggest, track and monitor teacher professional action plans.  
School schedules have been organized to maximize learning time for both students and adults.

Weaknesses:

- According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, in order to build teacher pedagogy and consistency across classrooms, school leaders must continue to expand the use of best practices for assessment strategies across classrooms, including checks for understanding and self-assessment, to increase student achievement.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will build the capacity of the instructional team by providing guidance and opportunities that promote leadership development and sustain coherent instructional structures within the school as evidenced by improved student outcomes on the NYS ELA and math exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• School leaders will expand build the capacity of the instructional team by allowing them to attend weekly cabinet meetings, participate in instructional walks, utilizing them as mentor teachers and allowing them to facilitate professional development sessions.</li> <li>• School leaders will invest time for training and development of activities to promote distributive leadership opportunities.</li> <li>• School leaders will create a “peer mentor” program to allow all teachers to identify a “critical friend” and to receive one-to-one coaching and feedback from instructional leads in a non-evaluative manner.</li> <li>• School leaders will hire a lead teacher to support building capacity and consistency across all classrooms.</li> </ul>	<p>Lead teacher and instructional leads</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> <li>• Instructional leads and lead teachers will participate in professional development sessions facilitated by school leaders, network staff or the superintendent’s office designed to build their leadership capacity.</li> <li>• Lead teacher will support school-wide initiatives to build capacity and consistency across all classrooms.</li> </ul>
<p>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):</p> <ul style="list-style-type: none"> <li>• Instructional leads will serve as “critical friends” and provide additional classroom support for all teachers who have students within these subgroups.</li> <li>• Select students in these subgroups will be provided with intensive support via small group instruction by an instructional lead.</li> </ul>	<p>Students with disabilities, English Language Learners and other high-need subgroups</p>	<p>September 2014-June 2015</p>	<p>*Instructional leads will serve as “critical friends” and provide additional support to teachers. *Instructional leads will provide intensive support to small groups of students via a pullout program. *Lead teacher will meet monthly with teachers of students in these subgroups and conduct gap analysis on student work products.</p>

<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child's academic and social performance and provided them with strategies to support their child's growth at home.</li> </ul>	Parents of students with disabilities, English Language Learners and other high-need subgroups	September 2014-June 2015	<ul style="list-style-type: none"> <li>Monthly meetings and workshops will be facilitated by school leaders, teachers, Center for Integrated Teacher Education, and Network coaches.</li> </ul>
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> <li>The instructional lead positions were developed in collaboration with the School Leadership Team. Increasing the roles of instructional leads to serve as peer mentors and "critical friends" for their colleagues will assist in creating a strong, supportive environment, infused with trust that will create opportunities for increased student success.</li> </ul>	Instructional leads and lead teacher	September 2014-June 2015	All instructional leads will serve as peer mentors and "critical friends" to their selected colleagues.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> <li>School schedule will strategically allow time for instructional leads to meet with their identified teachers to co-plan, co-teach, model or provided feedback at least 2 times a week.</li> <li>Title I Priority/Focus and School-wide Project funds will be used to purchase supplemental instructional material such as Achieve 3000, READY, Wilson, Fountas and Pinnell Leveled Literacy Intervention and IReady needed to support improving student performance.</li> <li>Title I Priority/Focus and School-wide Project funds will be used to pay 6 teachers and 1 administrator to support our Saturday school program that will operate 8 Saturdays in February and March for 4 hours each day.</li> <li>Title I Priority/Focus and School-wide Project funds will be used to purchase educational literature such as Driven by Data, Teach Like a Champion and Educational Leadership to aid enhancing the knowledge and building the capacity of our instructional leads.</li> </ol>

#### **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		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
none													

#### **Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> 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"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
<ol style="list-style-type: none"> <li>Teacher and Instructional team feedback from professional development sessions will indicate greater comfort and application when planning and implementing lessons using provided during workshops and peer mentors. Additionally, there should be evidence of the improvement of the quality of teaching practices as evidenced by teacher lesson plans and the associated ratings in Advance.</li> <li>Progress toward this goal will be assessed in January 2015 by analyzing teacher Advance ratings under competency 1E: Designing Coherent Instruction and 3C: Engaging Students in Learning. .</li> </ol>
<b>Part 6b.</b> Complete in <b>February 2015.</b>

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	WD
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	WD
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	WD
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	WD

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Strengths:**  
 According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, the principal has an open door policy and students, parents and teachers say they always see her, making suggestions or sharing concerns. Principal conducts monthly meetings with parents such as, Coffee with the Principal, where parents are welcome to share their concerns and positive experiences. In addition, the school celebrates the student, parent and staff of the month to recognize individuals that go above and beyond their roles to aid at the school in achieving greatness. The administration informs families about medical and social and emotional services available for the children in school and outside the school and conducts workshops throughout the year to aid parents in supporting their child’s education at home. As a result of these efforts, students and families have a positive attitude toward school and individual children’s attendance has improved so far this year as evidenced in the Achievement Reporting and Innovation System (ARIS).

**Weaknesses:**  
 According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, the school should continue to collaborate with Parent Association, School Leadership Team, and the parent coordinator to organize workshops and information sessions, develop systems to monitor effectiveness of parent workshops, and develop a system to track feedback from school community to inform decisions regarding family and community involvement to ensure positive impacts on students, families, and student achievement.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents will have access to a series of at least 10 workshops and/or school events designed to build their capacity to support their child’s academic and socio-emotional growth as evidenced by workshop agendas, sign-in sheets, feedback surveys and participation in school and community initiatives.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>9. Strategies to increase parent involvement and engagement</li> <li>10. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• To support parental capacity to support children’s academic growth monthly parent meetings will be hosted for parents to discuss concerns and academic progress with their child’s teachers. Monthly Coffee with the Principal meetings will also be held for parents to meet with the principal to discuss any concerns and find out ways to support their child’s growth at home. Monthly parent workshops on topics that include the Common Core Learning Standards and test preparation, PTA meetings and events such as Academic Night and our Multi-cultural Festival designed to increase parental engagement will also be held throughout the year.</li> <li>• To improve communication between home and school, we will distribute the School/Home Connection Monthly Newsletter, create a school website via E-Chalk and use school messenger to keep parents informed of student attendance and school events/initiatives. We will also promote and use ARIS Parent Link site to keep parents informed of student interim and state assessment results and keep them abreast of their child’s current performance via phone contact and progress logs.</li> <li>• To improve the effectiveness of parents as partners in our school, parents who wish to volunteer will be trained and participate in on-going professional development sessions facilitated by the Learning Leaders Program.</li> <li>• Parental Communication Cycle developed to enhance collaboration between home and school will be implemented. The cycle includes phone calls, family workshops, conferences and other activities throughout the year.</li> </ul>	<p>All parents and the parent coordinator</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> <li>• School leaders, parent coordinator, teachers and Center for Integrated Teacher Education consultants will conduct parent workshops.</li> <li>• School leaders, teachers, support staff and the parent coordinator will be responsible for improving and ensuring ongoing communication with our parents.</li> <li>• Learning Leaders’ consultants will provide training and on-going professional development to our Learning Leader volunteers.</li> </ul>
<p>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):</p> <ul style="list-style-type: none"> <li>• The guidance counselor, social worker and instructional needs will work throughout the year to provide academic and socio-emotional support to students and families of students in these subgroups.</li> </ul>	<p>Students with disabilities, ELLs and other high-need subgroups</p>	<p>September 2014-June 2015</p>	<p>The guidance counselor, social worker and instructional needs will work throughout the year to provide academic and socio-</p>

			emotional support to students and families of students in these subgroups.
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child’s academic and social performance and provided them with strategies to support their child’s growth at home.</li> </ul>	All parents, teachers and parent coordinator	September 2014-June 2015	School leaders, teachers and Center for Integrated Teacher Education consultants will conduct the monthly workshops.
<p>Activities that address the Capacity Framework element of Trust:</p> <ul style="list-style-type: none"> <li>Teachers communicate regularly with parents via our Parent Communication Cycle. Our continued cycle of collaboration promotes trust and ensures that we are working with families as partners in their child’s education.</li> </ul>	All parents and teachers	September 2014-June 2015	<ul style="list-style-type: none"> <li>School leaders, parent coordinator, teachers and Center for Integrated Teacher Education consultants will conduct parent workshops.</li> <li>School leaders, teachers, support staff and the parent coordinator will be responsible for improving and ensuring ongoing communication with our parents.</li> <li>Learning Leaders’ consultants will provide training and on-going professional development to our Learning Leader volunteers.</li> </ul>

**Part 4 – Resources Needed**

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

- Title I Priority/Focus funds will be used for Center for Integrated Teacher Education consultants to conduct 5 workshops during October to June period designed to improve parental involvement/engagement. Topics will include but not be limited to Understanding the Common Core Learning Standards, Supporting Your Child’s Education, Understanding Student Progress and Building Home/School Relationships. The funds will also be used to fund activities/events designed to promote parental involvement and engagement. Funds will also be utilized for supplemental materials to support creating a welcoming and positive school climate, fostering communication and encouraging parental involvement that successfully prepares students for the next level.
- Title I Priority/Focus funds will be used to pay for the school’s messenger, E-Chalk, and School/Home Connection subscription purchased to improve communication with parents.
- Title I Priority/Focus funds will also be used to pay for parent professional development via Learning Leaders to allow parents to volunteer effectively as partners within our school community.

**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		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
none													

**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:

4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
  5. Specify a timeframe for mid-point progress monitoring activities.
3. Effectiveness of the workshops and meetings will be evidenced by positive feedback distributed after the workshops and from the Learning Environment Survey.
  4. Effectiveness of communication methods will be evidenced by parental response on the associated area of the Learning Environment Survey.
  5. Effectiveness of the Learning Leaders will be evidenced by teacher response on surveys and by parental response on the associated area of the Learning Environment Survey.
  6. Progress toward this goal will be assessed in January 2015 to ensure that at least 5 parent workshops have already been conducted.

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	A comprehensive data analysis is done to determine if a student is in need of AIS services. In addition all students who scored a Level 1 on the NYS ELA exam receives AIS services.	<ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Workshop model</li> <li>• Strategies for Writers</li> <li>• 4 square writing</li> <li>• Achieve 3000</li> <li>• Wilson</li> <li>• Peoples Common Core</li> <li>• Interventions that accompany the core curriculum</li> <li>• IReady</li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After School Wednesday and Thursday from 2:30-4:30pm</li> </ul>
<b>Mathematics</b>	A comprehensive data analysis is done to determine if a student is in need of AIS services. In addition all students who scored a Level 1 on the NYS math exam receives AIS services.	<ul style="list-style-type: none"> <li>• Workshop model</li> <li>• Interventions that accompany the core curriculum</li> <li>• IReady</li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After School Wednesday and Thursday from 2:30-4:30pm</li> </ul>
<b>Science</b>	A comprehensive data analysis is done to determine if a student is in need of AIS services	<ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Workshop model</li> <li>• Interventions that accompany the core curriculum</li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After School Wednesday and Thursday from 2:30-4:30pm</li> </ul>
<b>Social Studies</b>	A comprehensive data analysis is done to determine if a student is in need of AIS services	<ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Workshop model</li> <li>• Interventions that accompany the core curriculum</li> </ul>	Varies depending on when the service is being provided	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After School Wednesday and Thursday from 2:30-4:30pm</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teachers identify students who are in need of at-risk services and submit their names to the PPT Team for a comprehensive data	<ul style="list-style-type: none"> <li>• At risk counseling</li> <li>• Positive Behavior and Intervention System</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Individual</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

	review. The Pupil Personnel Team makes the final determination.			
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**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.

The principal in collaboration with the Network 611 HR Director will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The principal will also attend various hiring fairs to hire highly qualified teachers. We will also utilize the New Teacher Finder and NYC Teaching Fellows to identify potential candidates.

**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).

Through our monthly cycle of professional development, professional development will be offered to all staff members to ensure that they receive continuous training to improve their practices. This profession development is offered by consultants, administrators, and/or the network staff. If any teacher is identified as Not Highly Qualified on our BEDS survey, we encourage those teachers to take classes to become highly qualified in the area that they are teaching and offer tuition reimbursement for these classes.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

n/a

**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.

The MOSL committee in consultation with teachers decide on what assessments will be used for teacher impact on student learning. The principal then approves this decision. Administration in consultation with teachers and the instructional core team decide of in house assessments that will be used to measure student learning. Teachers receive training throughout the year on administering these assessments, analyzing the results and devising action plans to address gaps in student learning.

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

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

Program Name	Fund Source (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	\$169,417	X	Pages 12,16,19,23,27
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	\$43,320	X	Pages 12,16,19,23,27
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$751,919	X	Pages 12,16,19,23,27

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

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

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

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

5. 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.
6. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

7. **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).
8. **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.
9. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
10. **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.
11. **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.
12. **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:

13. **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.
14. **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.
15. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

16. **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 9: 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 SCEP 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.

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### Parent Involvement Policy

PS/IS 73

*"Always Striving for Greatness"*

PS/IS 73, The Thomas Boyland School, is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community. Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school

community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

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

- results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

***Provide parents reasonable access to staff by:***

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

***Provide general support to parents by:***

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

**II. Parent/Guardian Responsibilities:**

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

- advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

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

## Part I: School ELL Profile

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

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>073</b>
School Name <b>Thomas Boyland School</b>		

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

Principal <b>Kenya Stowe</b>	Assistant Principal <b>Nadya LaBorde</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Olga Beylis</b>	Guidance Counselor <b>Sandra Villarson</b>
Teacher/Subject Area <b>Deann Smith</b>	Parent <b>Angel Greo</b>
Teacher/Subject Area <b>Kenya Ragin</b>	Parent Coordinator <b>Ethleyne Taylor</b>
Related Service Provider <b>Niasha Webster</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Meghan Kelley</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>194</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>4.64%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-in	0	0	0	0	1	3	0	5	0	0	0	0	0	9
Pull-out	0	0	0	0	1	3	0	5	0	0	0	0	0	9
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

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

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

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1	1								2
Intermediate(I)						1		1						2
Advanced (A)								3						3
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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.  
We use F&P to assess the early literacy skills of our ell students. Our BOY F&P results administered in Sept/Oct reveal that all of our ELL students are reading at below grade level. In most cases, these students are reading at least 2 grade levels or more below their expected grade level. We have used this data to determine what intervention programs will be utilized to improve the reading

levels. The Wilson Reading Program will be utilized with students who have been identified as having decoding/encoding deficiencies and Achieve 3000 and I-Ready will be utilized with the students who need to improve their comprehension skills and need to master targeted CCLS standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Only one of our ELL students advanced a level on the NYSESLAT. The other students remained on the same level as the prior year.
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](#))

The 2013 NYSESLAT Combined Modality Set Analysis (RNMR) is not available as of December 2, 2013.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our students do not demonstrate a need or desire to take exams in their native language. All ELL Periodic Assessment results are carefully analyzed by leadership and teachers to determine how to strategically target instruction in the areas that the students demonstrate deficiencies in. Teachers complete data analysis templates that identify the strengths and weaknesses of each individual. The students are then categorized as below, approaching, on or above and an instructional plan of action is devised to target the areas that the students demonstrate weakness in. Student work products, weekly assessments and the Spring Benchmark Assessments are monitored and are utilized to determine if the students are progressing.

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](#).)

After a careful review of all assessment data and conversations with the ESL and classroom teacher, ELL students are categorized as Tier 1, Tier 2 or Tier 3. The academic needs of Tier 1 students are addressed by their classroom teachers. Curriculum supports and research based strategies are used to the greatest extent possible to insure that instruction is differentiated to meet the needs of these learners in a whole class setting. Tier 2 students receive small group instruction with other general education Tier 2 students, 3 days a week from their classroom teacher and Tier 3 students are pulled out by the ESL/SETTS teacher with other general education Tier 3 students, for more targeted and intensive academic support that matches their learning needs. Research-based intervention strategies are continuously utilized within all Tiers.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Careful consideration is given to whether or not the second language development is a factor in the student's academic deficiencies. We look at the results of the most recent NYSESLAT as well as trends across prior NYSESLAT exams to identify patterns and/or concerns. Our core programs in ELA, Math, Science and Social Studies include components to ensure that instruction in these areas build our ELL students' English Language Skills. Teachers also receive ongoing PD throughout the year on strategies and practices that should be utilized to build English Language Skills as well.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our LAP team and Core Inquiry team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. Student performance and assessment results (from Preparing for the NYSESLAT Interim Assessments, READY Interim Assessments, school-wide common performance assessments and teacher made exams) are monitored to determine if students are progressing toward benchmark goals. If little to no progress is being made, a new plan of action is devised.

## 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](#).)  
PS/IS 73K adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents are assisted by Ms. Beylis, licensed ESL Teacher and are instructed in their native language by our designated bilingual staff or a telephone translator, to assist parents with completing the surveys. Trained pedagogues conduct an informal and formal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment (LAB/R). Ms. Beylis, ESL Teacher, is responsible for the initial screening, administering the HLIS, the LAB-R, and the formal initial assessments. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assistance of the Registrar, who is responsible for registering students) will determine if there is a basis for administering the LAB-R or Spanish LAB assessment to them. If Spanish speaking students who were administered the English LAB-R do not pass, they are then administered the Spanish LAB. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are sought via the DOE service providers. This screening process must take place within a 10-day period for students who are first time entrants to the NYC Department of Education. Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment called the Language Assessment Battery in Reading (LAB/R) to determine if they will be eligible for ELL 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.  
In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Taylor, also works with our ESL Teacher and Registrar to contact parents of prospective ELL students by phone or sends mail correspondences to the parents on an ongoing basis, inviting them to attend our Parent Orientation sessions to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. This process is conducted within the first 10 days of registration for students who are first time entrants into the NYC DOE. During the orientation session, parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs after review of the HLIS, and the child's LAB and LAB-R results. Parents may also request to observe and visit the participating classrooms to make their final program decision.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our Registrar and our ESL teacher work collaboratively to ensure that parents receive their entitlement letters as a part of the registration process and they work to ensure that the parents return their entitlement letters, Parent Surveys and Program Selection forms on the same day as registration (whenever possible). Outreach to the parents include in school parent orientation sessions, phone calls, and translation services. If parents do not return forms then they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. However, we have not had this occur, as all of our forms are completed and returned as a part of our registration process. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program:
  - During admissions, the Registrar, our Parent Coordinator, Ms. Taylor, and our trained school LAP members including our ESL teachers provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Entitlement letters are distributed as a part of this process. The entitlement letters are maintained in the students cumulative records.
  - We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents.
  - Parents complete a Home Language Survey and the student is interviewed if necessary in the native language to make an initial determination of the child's home language. This survey is also maintained in the child's cumulative records.

- The parent receives and completes the survey indicating what language their child speaks at home.
- Parents are then invited to attend Parent Orientation in their native language or in English on the day of registration, and are given opportunities to ask questions so that they can make an informed placement selection and to assist them with completing their Program choice form, so that they can return it at the end of the orientation session. Parents are given the placement letters at the end of the orientation. The ELPC screen is immediately updated once this information is obtained as a part of completing the registration process. To support our ELL parents throughout the year, on-going orientation in Spanish and Haitian-Creole are provided, (if necessary) throughout the school year, to inform parents about curriculum and specific program information. We have staff available that speak both languages who are designated to answer any specific questions parents may have about the programs we offer. This is an on-going process that transpires throughout the year, as new potential ELLs are admitted into the school.
- Parents who are unable to attend the scheduled meetings may call the school to make an appointment to discuss program matters and their child's academic progress. Generally, the first period of the day has been set aside to assist parents with much needed translations of documents and/or to conduct parent/student conferences.
- ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student scores below proficiency (i.e. on a beginning, intermediate or advanced level) the student is then considered an ELL and is placed in the appropriate program, within ten days of enrollment.
- Parent choice, coupled with program availability and LAB-R results determine program placement for ELLs. Parents are notified immediately by phone and by mail regarding their child's eligibility.

As stated above, here at PS/IS 73K, we work hand in hand with parents to inform them the program choices that are available to them, if their child is identified as being eligible to receive ELL services. We also take the time to inform them about the available resources and ESL program model here at our school. However, in the end, it is the parents who make the final decision to find a school offering Bilingual/Dual Language programs or opt for a Freestanding ESL instructional program. In the event that that is their request, we will assist them with finding a school nearby that offers either a dual language or transitional bilingual education program, in the event that we do not have sufficient students on two contiguous grades to form a dual language or TBE class. Via our ESL push in program, all of our students also participate in art, physical education, science, and social studies courses, just like their general education counterparts. Parents' choice and program offerings are discussed during our School Leadership meetings, LAP meetings, PTA meetings, and other related conferences. The Program model offered at our school is aligned with parent requests.

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.  
Our ELL Teacher and Registrar are responsible for collaborating with each other to identify students who are eligible to take the NYSESLAT exam. Our licensed ESL teacher is responsible for administering this exam. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. The report used to determine eligibility is called RLER/LAT. NYSESLAT assesses ELL students ability in the four skills of reading, speaking, listening, and writing. ELL students are administered all four parts of the NYSESLAT by our licensed ESL teacher, Ms. Beylis. If a student is absent on a test date, make-up days are established to complete any missing section of the test to question here:
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.   
After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL program. However, based on a review of the most recent parent choice forms, this year we may have to offer a Transitional Bilingual Education program to our students, as the parent choice request numbers were as follows: Bilingual Education (07), Transitional Bilingual Education (09), ESL Education (07), and no choice requested (02). We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, and Freestanding ESL Program. Currently, we only offer a free-standing ESL push-in program, however, during our Parent Orientation session, parents are informed that they have the right to request that a Bilingual class, or Transitional Bilingual program are formed, if there are 15 or more parents on two contiguous grades, who desire that program. In cases where there aren't enough students to form a bilingual or TBE class, the parent can opt for their child to attend another school in our district, or opt to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist. The program models offered at our school are aligned with parent requests. However, as stated above, in the near future, if we have at least 15 parents (currently we have 09) who opt for the Transitional Bilingual Education Program, then we will change our program offering to a TBE program here at our school, instead of an ESL Program, which we currently offer. If needed, we will seek additional funding sources such as the TBE Planning Grant to help fund a TBE program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
    - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
  - a. All ELL students on a grade are clustered by placing them in the same heterogeneous class to the greatest extent possible, where the ESL teacher pushes in or pulls them out to service them. In those cases where students are unable to be clustered in the same class, as is the case with our Students With Disabilities who are also ELLs, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, who are already clustered together, so that they can receive instruction together or they are serviced via the pull out model. Our program is designed to make it easier to provide the mandated service hours to all eligible students and to ensure that our students get the maximum support available to them at one time. It was also created to create a sense of fellowship and comradery amongst our ELL students, as well as to enable our administration to support and track the progress of our ELLs to the greatest extent possible. When the students were spread out in different classes across the grade, as they were in the past, it was not easy to track and support the, or to support their teachers. Now the amount of pervasive on-going support that is needed by classroom teachers is much less.
  - b. All of our classes are grouped heterogeneously. Students in grades 3-5 receive ELA, math, science and social studies instruction from their homeroom teacher. All classes in grades 7 and 8 are departmentalized.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of beginner, intermediate, and advanced students clustered in one class,

then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support, for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning.

a. Explicit English a Second Language is provided in our programs. Instruction includes literature-based and content-based instruction alignment explicitly to the NYS standards in ESL, CCLS in ELA, and NLA and all content areas. Instruction complies with mandated CR Part 154 regulations

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.

Researched based programs were chosen and are being utilized for our ELA and Math Core curriculum. For ELA, teachers in grades 3-5 utilize ReadyGen and teachers in grades 7-8 utilize Expeditionary Learning. For math, teachers in grades 3-5 utilize Go Math and teachers in grades 7-8 use Math Connects and CMP3. All programs are research based, rigorous, designed to meet the demands of the CCLS and include support for ELLs. Teachers meet weekly to modify units of study to ensure additional instructional supports are included to meet the needs of ELLs and other subgroups. Instruction is differentiated for all subgroups to allow all learners access to the curriculum. English Language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Language functions and strategies are taught within the content of the lesson. The instructional components are based on the NY State ESL standards. Additionally, content area instruction in science, social studies, and math, are conducted, using ESL methodology, in which all teachers receive training. Specialized materials, such as the computer and electronic devices are also used to support student learning.

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

The LAB exam is given to students that score at or below cut scores on the LABR. LAB results help in the determination of language dominance for planning in providing bilingual and ESL services. Additionally, if a student expresses a need and a desire to be tested in their native language on any exam other than an ELA exam, whenever possible, the exam is administered in their native language. Many of our programs offer this option and it is utilized when there is a need. Also, when there is a need or a student expresses the desire, translators are provided for state exams with the exception of the ELA exam. Our ELL students also have access to an array of books in their NL and English as a part of all classroom libraries.

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

The ESL and classroom teachers meet to devise or choose assessments that ensure ELL students are evaluated in all four modalities throughout the year.

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).

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as IReady, Imagine Learning, Wilson Reading and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

a. We don't currently have any SIFE students but our plan for SIFE students begins with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HLIS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in their native language, or who have no skills in their native language. Feedback is also requested from the classroom teacher and parent to help plan for instruction for our students. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will also practice English skills through the use of Imagine Learning English Technology reading program and trade books written in the native language of our students. The Imagine Learning program uses an ESL approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

b. Our plan for Newcomers receiving services for (less than 3 years) is mainly to cluster all ELL students on the same grade in the

same class for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students' individual needs. Via the collaboration of the ESL push in teacher and the classroom teacher our plan is to help students increase language development through technology and small group instruction, and pervasive vocabulary instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process and with translation needs. In doing so, the students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. Interim ELA test practice and test sophistication activities are also used to prepare students to meet CCLS standards. If possible, we would also like to have an afterschool program dedicated specifically to ELLS.

c. Our plan for (4 to 6 years) ELLs is the same as for our newcomers, with the addition of an intense immersion in reading and writing activities (depending on the area that they need improvement upon, as per their performance on the NTSESLAT.

d. Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), such as our After school and 50 Minute Extended day programs, test sophistication sessions, counseling services, and in peer study groups. Daily journal writing and teacher directed writing projects will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

e. Former ELLs continue to receive instructional supports and academic intervention services until they no longer demonstrate a need that the services are required.

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?

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as IReady, Imagine Learning, Wilson Reading and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

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?

Every attempt is made to ensure that all of our students are educated in the least restrictive environment. Assessments are administered and progress is monitored to determine if current placements, instructional materials and plans of actions are successful in meeting the needs of the learners. If little to no progress is being made, the LAP team and SIT meet to discuss an alternative plan of action.

### Courses Taught in Languages Other than English ⓘ

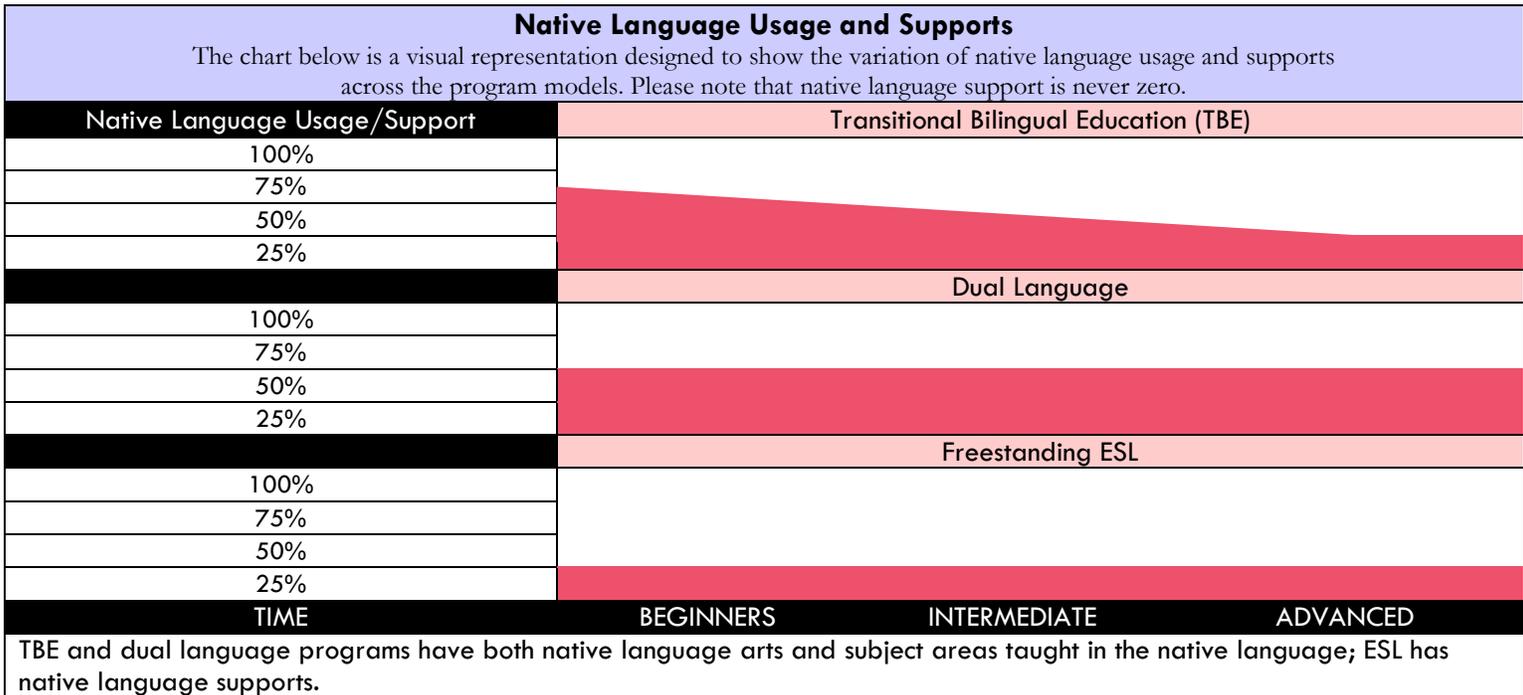
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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.
- We offer the following academic intervention services for all of our ELL students: 50 minute AIS extended day, Academic Intervention After School (M-T), RtI, and the Saturday Academy. Various research based programs are utilized with these programs to support the progress of our ELLs. These services are offered in English but supplemental resources are utilized whenever available to support partial instruction in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program seems to be having a positive impact on the academic performance of our ELL students. Although we fell short of meeting our AYP, these students in this subgroup showed continued progress on their ELA and Math exams.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Also the professional development that our teachers will receive should aid in improving practices designed to meet the needs of these students.
12. What programs/services for ELLs will be discontinued and why?
- none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL students are afforded equal access to any and all programs offered at our school. These programs include all extra curricula activities, After School Academic Program, Saturday Academy, Champs and BOKS. Permission slips are distributed to all of our students at the same time. When needed, permission slips for all programs are translated in the native language that the parents speak and they are asked to send them back whether permission is granted or not. When ELLs participate in any program, the teachers and club facilitators are made aware of who the ELL students are and are encouraged to employ strategies learned at various workshops to allow ELLs full access to the programs. Teachers/facilitators are encouraged to seek the assistance of administrators if they have difficulty meeting the needs of these 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)?
- This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, smart response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Additionally, IReady, Imagine Learning and Achieve 3000 will be utilized to support the needs of these students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our core curriculum in ELA, Math, Science and Social Studies all include native language supports. Additionally, native language is supported through the use of classroom libraries with books in English, Arabic, Spanish and French, the use of English/BL glossaries and electronic translators.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services, supports and resources correspond to the ELLs age and grade level. Resources such as bilingual classroom libraries, English/BL glossaries, and electronic translators also correspond with the ELLs age/grade level. Additionally, ESL services correspond with the NYSESLAT level and students received their required mandates.
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.
- New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. When applicable new students are paired with a language buddy in their class or someone who is relatively close in age.
18. What language electives are offered to ELLs?
- English only
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

**Paste response to questions here:**

## C. Professional Development and Support for School Staff

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

1, 2 & 4. Meeting the needs of our ELL students and improving their academic performance is a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided by our network, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. These workshops satisfy the 7.5 hours of ELL training (10 hours for special education teachers). Agendas and attendance sheets are maintained by the teachers and administrators. Some of the topics to be covered and the tentative dates are as follows:

**\*Demystifying ELL Data - October 2013**

Rationale: Teachers who service ELL students must understand how to gather, organize, analyze and use ELL related data in order to accelerate achievement for these students.

**\*Meeting and Supporting the Needs of ELL - October 2013**

Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.

**\*Common Core and ELL Students - November 2013**

Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that will support the success of ELL students meeting these demands.

**\*Differentiated Instruction - November 2013**

Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.

3. The support that we provide staff to assist ELLs as they transition from elementary school to middle school and/or middle school to H.S is the passing on of the student's portfolio from one grade to the other, so that their receiving teacher can access important information about the student's progress, strengths, and weaknesses, via their work products. We also conduct a beginning of the year grade level meeting, in which we require the teachers to bring their students' cumulative record folders for the purpose of allowing them to review the files of their incoming students and to determine if there are any questions or concerns that they might have with servicing that child.

#### **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?

New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. In an effort to be responsive to all parents needs through the personal attention and to better understand the needs of our ELL parents and hear their voice, parents of ELL students are also invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. These meetings will take place on October 2, Nov. 6, Dec. 4, Jan. 8, Feb. 5, Mar. 5, April 2, May 7 and June 4 at 9am. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service. Our school partners with CITE to facilitate workshops for our ELL parents throughout the year. To assist our ELLs who are in 8<sup>th</sup> grade and their parents, we also have available to the students and families, the assistance of the Guidance counselor to assist students with selecting programs that provide continuity of services, and with selecting programs that are better suited to the student, based on our knowledge of him/her, or their responses on their Vocational Assessment. We also invite parents in to provide them with translation services, if needed, in order for them to complete their children's H.S. choice forms and to visit high schools to see if they are a match for their children, or to determine if the commute is reasonable for them.

#### **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.

## Part VI: LAP Assurances

School Name: PS/IS 73

School DBN: 23K073

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
K. Stowe	Principal		12/2/13
N. LaBorde	Assistant Principal		12/2/13
E. Taylor	Parent Coordinator		12/2/13
O. Beylis	ESL Teacher		12/2/13
A. Greo	Parent		12/2/13
N. Webster/SETTS	Teacher/Subject Area		12/2/13
D. Smith/4 <sup>th</sup> Grade	Teacher/Subject Area		12/2/13
	Coach		
	Coach		
S. Villarson	Guidance Counselor		12/2/13
M. Kelley	Network Leader		
	Other _____		

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

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

DBN: **23K073** School Name: **PS/IS 73 THOMAS BOYLAND SCHOOL**

Cluster: **6** Network: **613**

**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**

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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.

At the time of registration, we will assess the need for parents receive translation services. If a Spanish-speaking/Haitian-Creole parent requires translation services, it will be provided by our Family Worker, Ms. Cruz, who speaks Spanish, or our school's Guidance Counselor/Psychologist, who speak Haitian Creole. If any other translation services are needed, we will use the over the phone services of the DOE Translation department.

To increase and ensure that we encourage parental involvement, each month our ESL teacher, our Parent Coordinator, and our Principal, will collaborate to arrange and co-facilitate ESL parent meetings. Communication regarding these meetings will be sent to homes in English and Spanish, via flyers and our automated school messenger, which also sends messages in text form. If necessary, Family Worker and Parent Coordinator will collaborate to write a translated version of all letters in Spanish and other applicable languages. If necessary, our school's Guidance Counselor/Psychologist will collaborate with our Parent Coordinator to send letters to our Haitian parents in Haitian-Creole. At these meetings we intend to address their concerns and or questions and provide them with valuable information, such as their children's progress, or performance data, necessary for them to support their children. Some of these meetings will be designed to provide them with training, which we hope will include English Language Learner support. To ensure that we are effectively communicating with them, we will have a Spanish speaking and Haitian Creole speaking translator available for all meetings. If materials are distributed, they will be translated into Spanish/Haitian Creole whenever possible, as well.

Based on the feedback given to us by our parents, we will evaluate their needs and determine how we can most effectively meet them. We will also continue to rely on the feedback of our Spanish speaking parent on the SLT to ensure that we are always addressing the needs of our ELLs during school planning activities.

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

The major findings of our school's written translation and oral interpretation needs (which were based on face to face meetings with parents) done at the parent orientation and through our home language surveys, show that we need to continue to send written and verbal communication out to our parents who can't communicate in English. Though many of our ELL parents speak and understand English, there are a few Spanish-speaking parents who identify Spanish as their written and verbal preference of communication. Our Arabic family, have expressed that when necessary, they will have their oldest daughter translate for them. Additionally, we need to have all school announcements and procedures displayed in different areas in the dominant languages making them easily accessible to all parents. These findings were communicated to our school community at staff conferences, parent meetings, and during SLT meetings.

## Part B: Strategies and Activities

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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.

PS/IS 73 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services that are critical to their child's education as stated in the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, flyers, report cards and other parent information in the dominant languages. The translation services will primarily be done by in-house school staff or parent volunteers. If needed, we may utilize the Language Translation Services provided by the DOE

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.

The oral interpretation services the school will ensure that all parents are provided with appropriate and timely information in a language that they can understand. These services will be provided by the appropriate in-house school staff or parent volunteers. Additionally, when needed, we will utilize the oral interpretation services of the Language Translation Services provided by the DOE.

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

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation interpretation services by providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. The school will also post in a conspicuous place or at the main entrance a sign in each of the required languages, indicating the room where a copy of such written notification can be obtained. Our school's safety plan will also contain procedures for ensuring that parents in need of language assistance services are provided with written translation.

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: PS/IS 73	DBN: 23K073
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Data from the 2012-2013 NYS ELA and Math exams, 2012-2013 NYSESLAT exams, Student Identification Home Language Survey and other school-wide data provide evidence that there is a need to provide additional academic and social support to our ELL students and additional professional development to our staff members in order to provide an optimal educational experience. The NYSESLAT reveals that we have 2 students who performed at beginner level, 2 who performed at intermediate level, 4 who performed at advance level. The NYS exam results reveal that all of our ELL students that took the exam are performing below proficiency (below a level 3) in ELA and math. To support all of our ELLS, including former ELLs entitled to 2 years of transitional ESL support and ELL/SWD and improve their academic and social performance and support their parents in helping them, an afterschool program will be offered. The after-school program will take place 2 days a week for 2 hours each day. This program will be offered to our ELL students in all the grades that we service and will be taught by 2 common branch teachers and our middle school ELA teacher all that have experience servicing our ELL population . Our ESL teacher will push-in to each classroom during each session for 30 minutes to provide support services. The ESL teacher will also spend 30 minutes providing small group instruction to the students in the grades 4, 5 and the 7-8 bridge class. The remaining 30 minutes will be utilized for individualized pull-out instruction as needed. The common branch teachers and ESL teacher will use English as the language of instruction. There will be 3 classes Grades 4,5 and a Grade 7 using grade appropriate content to expand english language acquisition. Our ELL students will also be invited to attend our Saturday Academy that takes place for a total of 9 Saturdays in February and March from 9am-1pm. The ESL teacher will provide push in services to our ELL students. The goal of this comprehensive program is to provide additional ESL instruction to our students, test prep for the NYS ELA, Math and NYSESLAT exams, as well as continue our efforts to foster better relationships between our students, parents and school community. Parents of all students attending the Saturday Academy will be invited to workshops on these Saturdays hosted by our principal and parent coordinator. The workshops will focus on supporting student learning and dealing with issues such as test taking anxiety. Materials such as Finish Line ELA and Math, Ready NY ELA and Math, and Preparing for the NYSESLAT will be purchased and utilized for ESL instruction and test preparation. Additionally, funds will be utilized to purchase licenses for student use of Imagine Learning and Achieve 3000. The program will begin in October and will run through the end of May. There will be approximately 70 sessions for the after school program. 5 laptop computers will also be purchased for the ESL classroom to allow more students access to technology and the software programs that we have available. Funding from other sources will be used to complement the school's Title III allocation to implement this supplemental program.

## 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: Meeting the needs of our ELL students and improving their academic performance is a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided by our network, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. Some of the topics to be covered and the tentative dates are as follows:

### \*Demystifying ELL Data - October 2013

Rationale: Teachers who service ELL students must understand how to gather, organize, analyze and use ELL related data in order to accelerate achievement for these students.

### \*Meeting and Supporting the Needs of ELL - October 2013

Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.

### \*Common Core and ELL Students - November 2013

Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that will support the success of ELL students meeting these demands.

### \*Differentiated Instruction - November 2013

Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well-versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.

### \*Study Skills - December 2013(Parent Workshop)

Rationale: Research shows that students whose parents are involved in their educational experience tend to do better than those whose parents are not. This workshop will provide parents with study and organizational skills/strategies to support the work that they do with their children at home.

### 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: In an effort to be responsive to all parents needs through the personal attention and to better understand the needs of our ELL parents and hear their voice, parents of ELL students will be invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. These meetings will take place on October 2, Nov. 6, Dec. 4, Jan. 8, Feb. 5, Mar. 5, April 2, May 7 and June 4 at 9am. Parents of all students attending the Saturday Academy in March will also be invited to workshops on these Saturdays hosted by our principal and parent coordinator. A translator will be available during the workshops. The workshops will focus on supporting student learning and dealing with issues such as test taking anxiety. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____