



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

17K092

School Name:

ADRIAN HEGEMAN

Principal:

DIANA RAHMAAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Adrian Hegeman School Number (DBN): 17K092
School Level: Elementary Grades Served: Pre-K – 5th
School Address: 601 Parkside Avenue, Brooklyn, New York 11226
Phone Number: (718) 462-8449 Fax: (718) 284-8289
School Contact Person: Diana Rahmaan Email Address: drahmaa@schools.nyc.gov
Principal: Diana Rahmaan
UFT Chapter Leader: Karen Haughton
Parents’ Association President: Keisha Moffat
School Leadership Team
Chairperson: Keisha Moffat
Student Representative(s): NA

District Information

District: 17 Superintendent: Mr. Clarence Ellis
Superintendent’s Office Address: 1224 Park Place, Brooklyn, New York, 11213
Superintendent’s Email Address: cellis@ schools.nyc.gov
Phone Number: (718) Fax: (718) 221-4326

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 551 Network Leader: Marge Struk

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)
Diana Rahmaan	*Principal or Designee	
Karen Haughton	*UFT Chapter Leader or Designee	
Keisha Moffat	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Ms. Glover	Member/ UFT	
Ms. BenAri	Member/ UFT	
Ms. Galindo	Member/ Parent	
Ms. Robinson-Williams	Member/ Parent	
Ms. Johnson	Member/ parent	
Ms. Roumel	Member/ parent	
Ms. Baptiste	Member/ UFT	
	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"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 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:

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

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

Public School 92, also known as Adrian Hegeman Elementary School, is located in the Flatbush section of Brooklyn, New York. We are in close proximity to many cultural and educational institutions such as the Brooklyn Botanic Gardens, Brooklyn Museum, Grand Army Plaza Public Library, Medgars Evers College, Brooklyn College, and the Brooklyn Children's Museum. Throughout the school year, our staff utilizes the resources of each facility to meet the social emotional and academic needs of our children. Housed within P.S. 92 is one charter school, Lefferts Gardens.

We currently service 484 students in grades Pre-K – 5, who are largely of Caribbean descent, with a growing influx of Middle Eastern families. Of the 484 students, 420 of our students are Title 1 eligible, and 75 students residing in shelter facilities. The student body includes 74 English Language Learners and 40 special education students. We have two ICT classes (grades 1 and 2), and 2 self-contained classes (grades 1 and 5). Twenty two students, across the grade levels, receive SETTS support. The ELL program provides a combination of pull out and push-in instructional support.

Our instructional staff consists of 24 classroom teachers, 6 clusters (art, music, gym/health, library/literacy skills, and computer skills), 1 guidance counselor, 2 ELL state certified teachers, 1 SETTS/IEP teacher, 2 assistant principals, and a host of support staff (parent coordinator, whole class and one to one para professionals).

Our school mission and vision statements, recently redeveloped by the School Leadership Team, are as follows:

Vision Statement:

As a school community, we believe that our students are curious and creative learners who embrace high academic goals, diversity, act responsibly, and contribute to a positive learning environment. We envision a learning environment where collectively the school stakeholders form a community where all are supported to hone our professional craft, and seek to improve our effectiveness through the examination of school-wide data and instructional practices in order to continuously improve. It is an environment where families are welcomed, active, and engaged partners in their child's education and give valued input through participation on school based decision making teams.

Mission Statement:

The mission of Public School 92 is to cultivate the potential in every student to thrive as a global citizen by creating an environment that harbors tolerance and respect for each other, and challenges and supports each child to meet the goals of the Common Core Learning Standards through rigorous instruction. Through the provision of a CCLS based core curriculum, our students will thrive academically and socially as they progressively become college and career ready for the future. Our families and community organizations will partner with us to promote family engagement and well being and success of all students.

Through a collaborative partnership with our after-school program, CAMBA, we are able to extend support of our children's social emotional well-being, and utilize the agency's outside family support cent for referrals (crisis intervention, counseling) and advocacy (food pantry, adult education, housing). Budget permitting, we partner up with the Leap Arts program to facilitate the extension of the children's exposure to the arts, including performance show and in-class project based workshops. Last year, we held several Leap parent workshops (working with special needs students, literacy at home, early childhood literacy), and anticipate a continuation of this initiative in the spring of 2015. Under the leadership of our upper grade assistant principal and parent coordinator, we've been able to implement and maintain several student groups such as a Student Council, Planet Hero Recycling group, African Dance Troupe, and Performing Arts Club. The parent coordinator works collaboratively with the administrative staff and Parent Association president to plan and facilitate an on-going series of parent workshops (ELA/math, special needs students, CCLS,

financial, community resources, etc.) to support families. Other collaborations include New York Cares, Penny Harvest, Learning Leaders, and agencies who are yearly recipients of goods received through our annual food drive. As recipients of a PBIS grant, written by our PSO, we are currently in the process of being trained to implement a school wide PBIS program that will engage all stakeholders. Full implementation is scheduled to commence in the early part of February 2015. Our objective is to address the needs of our children through a systemic approach to behavior modification and building a positive learning environment that is shared by all stakeholders.

To address the continuing need for professional development, we are partnering with CITE to facilitate whole school and differentiated support in the areas of mathematics, behavior modification, and literacy. Additionally, we've partnered with the Office of Teacher Effectiveness Interschool Partnership program. They provide us with a staff developer/coach for 3 cycles of support to work directly with teachers. The areas of focus are questioning and discussion, student engagement, and assessment. This school year we are the recipient of a grant from the Astor Foundation. Under the supervision our PSO, Fordham University, five of our pre-K and kindergarten teachers will receive extensive in-class and whole group support from an early childhood specialist in the development of a rich vocabulary building program and implementation of best practices.

Strengths, as evidenced by the February 2014 DTSDE feedback and the 2013-2014 Learning Environment, is our commitment to building a culture of social-emotional support for our students. Fostering collaboration among the various support persons and groups (LRE/PPT/SIT/SBST, attendance) is a priority in terms of early identification of at risk students, and facilitating the implementation of preventive and supportive measures to correct/lessen social and academic issues impacting student success. Targeted students are met with through scheduled sessions (one to one and/or small group), informally (lunch, prep periods, after-school hours), and during classroom observations. The school Attendance Team closely monitors daily attendance and lateness, and celebrates individual and class improvement at special assemblies and/or activities. The family worker and parent coordinator work collaboratively to outreach to the families of the most difficult cases and to advocate for services to address issues impeding the child's success in school.

Although financial constraints have not allowed us to maintain a SAVE room, the school staff developed a Character Development committee, using the many tenets of PBIS, to support a positive culture in the building. The Team, as recipients of a grant, are now in the process of being trained to implement a full fledged PBIS program in the school by February 2015.

Many school programs (after-school and extra-curricular) support the social and emotional developmental health needs of students, and therefore lead to increased opportunities for students to become academically and socially successful.

A second strength would be our support of parent engagement. Through the on-going hosting of parent workshops facilitated by school staff, we are able to help parents gain a knowledge of what their children are learning through the sharing of curriculum map summaries in the core content areas, parent newsletters, and Meet the Teacher Nights. Workshops are presented on topics related to CCLS, ELA/math, state testing, instructional strategies, special education, and family support services. Special events, such as Family Day, student performances, and Parent Association activities encourage parents to interact with their children and school staff in a social setting. Our parents of ELL students participate in workshops facilitated by our ELL teachers, and receive phone calls and progress reports.

A significant accomplishment for us last year, 2013-2014 was meeting the criteria for removal from the Focus School list for the second consecutive school year. However, as we reside within a Focus District, the school must now meet the criteria for a third year. Secondly, our last progress report, 2012-2013, showed improvement in student progress, as we moved from a grade of "F" to a "C", and overall rating improvement from a "D" to a "C". This has been encouraging for the school community.

Over the last few years, our school has lost significant funding resulting in the lost of support staff such as the math and literacy coaches, AIS facilitator, and a guidance counselor. Each position was a key component of our student and staff support program. While we continue to meet the PD needs of our staff through sessions facilitated by the

administrative staff, teachers, PSO instructional specialists, and contracted consultants, having content specialists based on site supported our initiative to maintain a teacher support center and provide direct in-class assistance to individuals on a highly consistent level. The AIS facilitator not only coordinated the intervention program, but provided direct instruction to students on an individual or small group basis, combined with push in support. With the increasing need to support teachers in meeting the rigorous demands of the CCLS and citywide expectations, it is important to have dedicated instructional specialists to meet their needs.

The DTSDE key areas of focus for improvement were identified as:

Tenet 2: Develop SMART goals and a long-term vision that reflect priorities in the SCEP, and clearly communicate these goals and the vision to all school stakeholders. The SLT utilizes student data and school wide data to develop its goals for each school year. These goals are articulated in the SCEP. For the 2014 school year, the SLT has reviewed and developed new school mission and vision statements that are more reflective of the CCLS and citywide expectations. The administrative staff will develop a series of activities that will ensure all stakeholders are able to engage in a conversation centered around the statements and the steps that we will take to make it a reality in our practices.

Tenet 3: Ensure unit and lesson plans are more reflective of CCLS alignment, rigor in the classroom, shifts, and differentiation; infuse enrichment areas in PD plan; increase use of data to inform curricular adjustments.

Tenet 4: Ensure lesson plans and unit plans are adapted to meet the needs of all subgroups; ensure monitoring protocols are in place to ensure high levels of text and content complexity, higher order thinking skills, and differentiation with multiple entry points to actively engage students.; increase teacher feedback to students; and increase use of data and assessment to match instruction to the learning needs of students.

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	483	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	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate		91.5%	
% Free Lunch	88.6%	% Reduced Lunch		3.9%	
% Limited English Proficient	14.2%	% Students with Disabilities		16.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American		77.7%	
% Hispanic or Latino	16.6%	% Asian or Native Hawaiian/Pacific Islander		5.1%	
% White	0.4%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.78	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		14.1%	
Science Performance at levels 3 & 4 (4th Grade)	56.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
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	N/A	Limited English Proficient	YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
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	YES		
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:		
<ul style="list-style-type: none"> 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.	d
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

<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. 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.
<p>-School leaders and teacher teams actively engage in providing on- going professional development , reflection, and modification of curriculum maps to ensure appropriate alignment with the CCLS. This year, as we facilitate the process of teacher developed unit plans, the school leaders will provide appropriate professional development in unit planning and monitor the implementation of instruction to ensure the use of student data is evidenced in differentiation of instruction.</p> <p>-The increased need for interdisciplinary curricula infusing the arts, technology, and other enrichment opportunities will be addressed through the use of teacher leaders in each area to provide P.D. for the staff. Additionally, all cluster teachers are assigned as members of Teacher Teams across the grade levels which lends itself to a sharing of content knowledge and instructional strategies.</p> <p>-Teacher Teams regularly use formative and summative student data to plan for instruction. This practice will be closely monitored by school leaders during the planning and implementation process.</p>

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, all school leaders and instructional staff will have incorporated the CCLS into pre-K – 5th grade curriculum maps and unit plans to strengthen and increase instructional rigor across the grade levels as evidenced by improved student performance in mathematics and literacy on formative and summative assessments and performance based</p>

assessments in each content area.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will engage in modifying curriculum maps and units of study to align with the CCLS and increase rigor in classroom instruction. We will use benchmark assessments, administered in September – October, to establish a baseline for professional development and instructional coherence. Teachers will participate in professional developed geared towards the development of maps and unit plans aligned with the citywide instructional expectations and CCLS.	All instructional staff, including assigned para professionals	September 2014 – June 2015	School leaders, selected grade level teachers, PSO instructional specialists, CITE
Teacher teams will meet bi weekly to plan and implement CCLS expectations and performance tasks for all students, including ELL and SWD students. The ESL and IEP teachers will work closely with teacher teams and instructional support staff to ensure the inclusion of ESL and differentiated instructional strategies are incorporated in planning for instruction and academic support.	All instructional staff, including assigned para professionals	September 2014 – June 2015	School leaders, selected grade level teachers, PSO instructional specialists
Curriculum maps will reflect instructional activities/resources that infuse the visual and performance arts, as well as instructional software that is research based and will aid students in understanding connections across the core content areas.	All instructional staff, including assigned para professionals	November 2014 – June 2015	School leaders and selected teachers
The school will host Parent Orientations at the beginning of the year to share out expectations, the instructional program across the grade levels, and CCLS. This will include special sessions for the parents of ELL students. Additionally, Meet the Teacher Nights will be scheduled to allow parents the opportunity to meet the teacher, visit the classrooms, and review/discuss student work and expectations. Throughout the school year, parent workshops in the areas of literacy and mathematics will be held for parents, grades 3-5, to familiarize them with state testing and academic expectations. We will also participate in the newly scheduled additional parent nights designed to allow opportunities for parents to engage in conversations about the progress of their child. Because we will include all stakeholders in the planning and implementation of	All parents/guardians	Sept. 2014 – May 2015	School leaders, parent coordinator, teachers, Parent Association Executive Board, outside community liaisons

activities , in particular the P.A., it will increase the level of transparency and support from parents.			
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Part 4 – Resources Needed

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

School leaders, lead teachers, parents, parent coordinator, P.A. president - no time adjustments are required
Materials for distribution will provided by the staff

Part 5 – Budget and Resource Alignment

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

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

Priority/Focus funds

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.

Progress will be assessed in February 2015 using agendas, sign-in sheets, materials. All maps will be modified and unit plan completion will be monitored by school leaders. Teacher Teams will maintain records of meetings and activities.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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 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:

- 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 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	e
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.	e
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.	e
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.	e

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.

-A system is in place to identify and support students’ social and emotional developmental health. The school partners with local organizations , colleges, and hospitals to address and support student and family needs.
 -The school articulates and promotes a vision for social and emotional developmental health that is manifested through learning experiences and a safe school environment for children, teachers, and families.
 -School stakeholders work together to develop a common understanding of the importance of their contribution in creating a school community that is safe, conducive to learning, and fosters a sense of ownership for providing social and emotional health supports tied to the school’s vision.
 -The use of data is used to establish structures to support student social and emotional health.

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 February 2015, 100% of teachers will be trained in the implementation of the PBIS program. Parents and other members of the school community will receive modified training in the elements of PBIS as a means of utilizing strategies in the home environment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
In November, December 2014 and January 2015, selected members of the Character Building Team will be trained in the implementation of PBIS.	Students and all school stakeholders	November 2014 – June 2015	Principal, assistant principals, parent coordinator, guidance counselor, PBIS trained teachers
Implementation of PBIS lesson plans that cover character building skills; a framework for students to use when encountering social and emotional issues in school and at home; and strategies for managing conflict resolution, decision making, and problem solving	All students across the grade levels.	February 2015 – March 2015	Classroom and cluster teachers
Implementation of extra-curricular activities/clubs: Student Council, Planet Heroes Recycling group, African Dance Troupe, Performance Arts Club, and active participation in District wide competitions such as the Sum Math competition/Spelling Bee, Science Fair, etc.	Students in grades 2 - 5	September 2014 – June 2015	School leaders, teachers, parent coordinator
After-school intervention counseling for at risk students and their families	Students in grades K -5	January 2015 – June 2015	School Guidance counselors

Part 4 – Resources Needed

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

Guidance counselor on per session basis during extended time sessions – Wednesdays and Thursdays

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

- PBIS team plan for training of staff and parents in the implementation of PBIS
- Copies of Team planning agendas and implementation calendar
- Monitoring of implementation of PBIS lessons and feedback from students
- Log of service provided to students and their families by the guidance counselor

- Participation of students in club activities

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | x | 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:

- 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 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.	e
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:

- 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.

The use of formative and summative assessment data to inform instruction is inconsistent across the grade levels. This results in uneven levels of rigorous instruction in all classrooms.

Increase opportunities for teachers of arts and technology to work with teacher teams to plan for interdisciplinary curricula integrating technology and the arts.

Increase the level of alignment between curriculum and assessment to produce high levels of 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 – 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, all teachers will have engaged in a minimum of 6 professional development sessions focused on the four competency areas of : questioning and discussion, instructional planning for coherence, assessment, and mathematics.

Part 3 – Action Plan

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

<p>impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Implementation of School Professional Development Team to develop a calendar of school wide support in identified areas of need. Needs will be identified through the use of a survey and observations.	All instructional staff, including para professionals	September 2014 – June 2015	Members of the School Professional Development Team and school leaders
Identification of key staff members to be trained in areas of need and provide turn- key training to staff in the inquiry process, unit planning, core curriculum programs, principles of instruction, ESL strategies, and multiple entry points	All instructional staff, including para professionals	October 2014 – May 2015	Teachers who are identified as lead instructors and school leaders
Use of instructional specialists from Fordham University Astor Early Childhood Foundation, CITE, and the Office of Teacher Effectiveness Interschool Coaching program to facilitate professional development to teachers in vocabulary building, questioning and discussion, mathematics, behavior modification, assessment, and building writing skills.	All instructional staff, including para professionals	October 2014 – May 2015	School leaders
Facilitation of professional development sessions for parents in vocabulary skills building, ELA, and mathematics during after school sessions and parent association meetings.	Parents of all students	October 2014 – May 2015	School Leaders

Part 4 – Resources Needed

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

Resources and materials are in-kind – not requiring additional funds

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- 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.

-PD feedback survey to be administered to staff in March 2015 to assess implementation of PD plan.

-Informal and formal observations conducted by school leaders, with informative next steps and timely feedback to staff

-Monitoring and observation of implementation of instructional plans as outlined in teacher developed unit plans

-Observation of increased rigor in instruction

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

x

Yes

No

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

P.D. survey to be administered in latter half of March 2015.

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:

- 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 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).	I
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.	e
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	e
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.	e

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.

-Need to develop SMART goals and long term vision that reflects priorities in the SCEP; clearly communicate these goals and the vision to all school stakeholders.

-The school leader has a fully functional system in place aligned to the district’s APPR to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

-Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school wide practices as defined in the SCEP.

-Leaders make strategic decisions that support the social and academic development of all students, thus, resulting in an environment that is conducive to continuous and sustainable school improvement.

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 leadership will engage in setting direction, development of leadership staff, realignment of school systems and structures to meet the initiatives outlined by the DOE Citywide Instructional expectations and CCLS, thereby increasing teacher effectiveness and student achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The principal will define school goals as articulated in improvement plans to increase a shared understanding of what the school should look like and what needs to be done to get there, as well as high expectations for all students, including ELL and SWD students. School improvement teams will meet on a regularly scheduled basis to promote collaborative problem solving and communication using relevant data from various sources to make recommendations for school improvement. Recommendations will be articulated by team leaders to various constituencies as a means of sharing information and feedback. All teams will maintain agendas and notes.	All staff	Sept. 2014 – June 2015	School leaders Team leaders
School teams will engage in the analysis of formative and summative assessment data to identify and make recommendations for changes in the instructional program and support initiatives. Grade level data will be charted and available to staff and teacher teams for analysis and to modify instructional plans, including curriculum maps/unit plans.	All staff	Sept. 2014 - June 2015	School leaders and team leaders
School leaders will engage in the alignment of all resources to maximize attainment of school improvement goals. Resources will include budget allocations, staff assignments, calendar of professional development, Fordham Network instructional specialists, etc.	All staff	Sept. 2014 – June 2015	School Leaders
School leaders will participate in professional development to strengthen their skills in modeling of instruction; implementation of ADVANCE; conferencing effectively with teachers to improve their pedagogy; in depth understanding of the CCLS; and, analysis of student data to inform instructional planning.	School leaders	Sept. 2014- June 2015	School leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PSO Instructional specialists CITE consultants

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.
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x	Tax Levy	x	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.													

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.

-Evidence of the development of school mission and vision statements in collaborations with the SLT

-Presentation of statements to school stakeholders, including parents, and posting throughout the school building.

-Attendance at professional development provided by Fordham PSO, CSA, Chancellor’s office, etc.

-turn key of training to staff and all school leaders

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

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.

As evidenced by the IIT review, the school and staff have a policy of open and frequent communication with students, parents, and the community. This culture fosters a welcoming, trusting, and respectful environment. As a result, the school community actively participates in supporting students’ academic progress and personal growth. The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

The school needs to update its vision and mission statements and ensure that it is well communicated to all stakeholders and posted in conspicuous spots throughout the school building.

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, parent and community engagement will increase 10% as evidenced by parent attendance at monthly Parent Association meetings and workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
-In collaboration with the Parent Association, the parent coordinator will plan a calendar of professional development and activities for parents on a monthly basis. Workshops will address school related topics such as curriculum, DOE instructional expectations, CCLS, SWD and ELL informational sessions, state assessments, and personal needs (housing, employment, immigration, social services, etc.)	Parents of all students	Sept. 2014 – June 2015	P.A. pres., parent coordinator, principal, A.P.s
-Creation of a Parent Handbook for incoming and over the counter registrants to be used as a resource guide to understand school policies and procedures. This will complement the on going distribution of informational packs distributed to parents from the DOE and community agencies.	Parents of all students	Sept. 2014	School leaders
Planning and implementation of school wide events for parents, including but not limited to the Annual Family Day, Book Fair for parents, meet the teacher nights, student progress reports in addition to report cards, volunteer training through Learning Leaders, and conferences.	Families of all students	October 2014 – May 2015	School leaders, parent coordinator, school staff
The Parent Association room will serve as a resource for parents to obtain information and access computers for student related issues.	Families of all students	Sept. 2014 – May 2015	Parent Association Board

Part 4 – Resources Needed

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

P/F and Title 1 parent engagement funds

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- 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.

Copies of planning calendars and agendas/sign in forms from sessions
Parent Handbook

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

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

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**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students, including ELL and SWD subgroups, who are performing below grade level as evidenced by data derived from formative and summative assessments.	The extended time program provides additional support to all students, grades 1 -5, including ELL and SWD cohorts, who have been identified as performing below grade level based on assessment data and teacher observations. Students receive four hours of additional weekly support in literacy and mathematics. We use, for grades 1 and 2, the "FOCUS" reading intervention series, and "WRITE". Grades 3 -5 use the "READY" N.Y. CCLS aligned reading series. Both programs are closely aligned with the CCLS and provide intervention and enrichment instruction. ELL students are taught by state certified ELL teachers who incorporate ELL strategies in the use of the Ready program. During scheduled blocks of the day program, teachers of grades K – 1 implement the "Foundations" phonics	Extended time (after-school) is scheduled for Wednesdays and Thursdays, from 2:40 – 4:40 p.m. Class size will average 10 – 15 students per group on the 1 st – 2 nd grades, and 15 – 20 students on grades 3 – 5. Funding allowing, each group of students will have two teachers assigned to facilitate small group support and extensive guided practice. The cluster pull-out day initiative will be limited to 5 students per group in order to maximize support.	Extended time after –school : Wednesdays and Thursdays, 2:40 pm – 4:40 pm. Cluster pull out support: Mon. – Fri., 9:00 am – 2:40 pm.

		<p>based program. Cluster teachers will provide pull out small group instruction to Tier 2 RTI students using a research based reading and math intervention program. Students will be programmed for two-three 35 mins. blocks per week.</p>		
Mathematics	<p>All students, including ELL and SWD subgroups, who are performing below grade level as evidenced by data derived from formative and summative assessments.</p>	<p>All students receive 90 minutes of dedicated math instruction, five days per week, using the Go Math program. This program incorporates whole class, small group, and intervention/enrichment support for ELL and SWD students. The after-school program uses the Ready math intervention/test prep program and is in alignment with the CCLS.</p>	<p>During the daily 90 minutes block, teachers use whole class, guided practice, independent practice, small group, and conferencing to support all students. During the extended time after-school program, students are grouped according to ability levels and receive support from two teachers.</p>	<p>Day School: grades are programmed to implement the 90 minutes block throughout the 7 periods of instructional time.</p> <p>After school program: Wednesday and Thursdays, 2:40 – 4: 40 p.m.</p>
Science	<p>Grade 4 students achieving levels 1 and 2 on the 2013-2014 ELA state exam and a level 2 or lower on baseline and benchmark assessments in content area</p>	<p>We teach science using the inquiry based, hands on FOSS science program. To strengthen content knowledge, we have infused content based literature and writing in the 90 minute literacy block. Pending funding, we will commence the science after-school program for fourth grade students in March 2015-May 2015. The instructional approach is inquiry based with hands on</p>	<p>Instruction is delivered using whole class, small group, and individualized models.</p>	<p>Students are programmed for science instruction 3xs per week with their classroom teacher. The infusion of content based literature during the literacy block occurs weekly. The after-school science program is scheduled to start in March 2015, for two hours per week.</p>

		experimentation and writing in response to literature. Instruction will also focus on developing content level vocabulary and increasing comprehension skills.		
Social Studies	Students achieving below level 3 on benchmark formative assessments	Using the core curriculum series, we take an interdisciplinary approach to social studies and literacy. Using our Ready Gen series, we are able to infuse social studies content through the use of non-fiction and fictions literature, to provide additional support in the areas of writing in response to informational text and comprehension of documents and historical information. Teachers use unit assessment data to inform their instructional planning for whole class and small groups. Students engage in small group and independent projects.	Instruction is delivered using whole class and small group models.	Students receive direct instruction in social studies 2-3 times per week with the classroom teacher. This is supplemented through the infusion of content based literature in the daily 90 minute literacy block.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receiving AIS services are identified in October and November, with periodic review of late over the counter registrants. The guidance staff and SBST work closely to identify students in need of academic and social support. At	IEP mandated; crisis intervention; one to one; small group; family	One to one; small group; family	As scheduled by the counselor during the day program After-school sessions are by appointment scheduled by the counselor and family.

	<p>risk needs would include attendance issues, behavioral problems, hold over status, and failure to show academic progress on formative and summative assessments. Teachers submit referrals to the LRE/PPT/SIT team for review and recommendations of support. Parents in consultation with guidance staff and school leaders may also submit requests for additional support services.</p>			
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17K092 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	483	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	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate			91.5%
% Free Lunch	88.6%	% Reduced Lunch			3.9%
% Limited English Proficient	14.2%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			77.7%
% Hispanic or Latino	16.6%	% Asian or Native Hawaiian/Pacific Islander			5.1%
% White	0.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			6.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4			14.1%
Science Performance at levels 3 & 4 (4th Grade)	56.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
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	N/A	Limited English Proficient			YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
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	YES				

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				

17K092 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	483	SIG Recipient	N/A
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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
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Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.1%
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Science Performance at levels 3 & 4 (4th Grade)	56.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
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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	N/A	Limited English Proficient			YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
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	YES				

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				

17K092 School Information Sheet Key

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> -Recommendations from DOE teacher recruitment programs -Attendance at DOE Teacher Fairs -Highly qualified mentors for first/second year teachers -Ensure in class support through modeling and conferencing with new teacher

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).
<ul style="list-style-type: none"> -School based inter-visitations and observations of effective instruction by peer teachers. -Teachers engage in professional development facilitated on and off site by school leaders, teacher leads, Network instructional specialists, CITE , and Fordham University consultants. -Each grade level has five common planning periods per week to facilitate collaborative instructional planning, engage in professional development, and participate in grade level and teacher team meetings. -Select teachers will participate in visitations to district high performance schools to observe instructional programs and highly effective teachers. Learned strategies and practices will be turn keyed to staff. -Regularly scheduled professional development, as identified by the school professional development team, will be implemented on Mondays, 2:40 – 4:00 p.m,

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.).

All pre- K teachers and paras participate in the Monday professional development sessions and are assigned to Teacher Teams. Teachers work closely with kindergarten teachers to ensure scaffolding of instruction and sharing of records at the end of the school year. Pre K students attend K events, and parents of pre-K students have the opportunity to meet K teachers in late spring to discuss the course of study and preparation of their children over the summer for entry into kindergarten.

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.

We have a School Professional Development Team (members identified by UFT and school leader) that is responsible for conducting a needs assessment, developing a calendar of activities, and implementing benchmark and summative analysis of the overall effectiveness of the program in June 2015. The MOSL team is responsible for the selection of multiple assessment measures of student progress. This is augmented by the selection of formative and summative materials by the teachers and assigned assistant principal.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$401,339	x	12, 17, 21, 23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$101,597	x	14, 17, 21, 23
Title II, Part A	Federal			

Title III, Part A	Federal	\$11,200	x	12, 17, 23
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local		x	12, 17, 21, 23

¹**Explanation/Background:**

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

Section 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Public School 92**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Public School 92** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Public School 92, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of

participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 17	Borough Brooklyn	School Number 092
School Name Adrian Hegeman		

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 Mrs. Diana Rahmaan	Assistant Principal Ms. Robertson
Coach type here	Coach type here
ESL Teacher Ms. Sterling	Guidance Counselor Mr. Pintro
Teacher/Subject Area Mr. Province	Parent type here
Teacher/Subject Area Mrs. Jeffries	Parent Coordinator Ms. Mc.Loed
Related Service Provider Ms. Gantz	Other Mr. Savitt, ESL Teacher
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	470	Total number of ELLs	70	ELLs as share of total student population (%)	14.89%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in			1		2									3
Pull-out	2	2	1	2		2								9
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	9
SIFE	3	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	56	3		11			1			68

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	56	3	0	11	0	0	1	0	0	68
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	6	6	4	4								31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	3	2	2	4	1								14
Haitian	2	5	5	3	4	2								21
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									2
TOTAL	10	14	13	11	13	7	0	68						

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)	3	4	1	4	1									13
Intermediate(I)	12	5	5	6	1									29
Advanced (A)	9	4	5	3	5									26
Total	24	13	11	13	7	0	68							

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	5			11
4	2	3			5
5					0
6					0
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	6	2	3		1				12
4	3		2						5
5									0
6									0
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			2		3				5
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

Our school uses the Fountas and Pinnell assessment tool, as well the Performance tests and ECLAS-2. Teacher assessments are also used to evaluate early literacy. These assessments give us insight into which areas of literacy (comprehension, listening, writing, etc...)

are problematic for the ELLs. Once we receive the results of these assessment tools, we develop our lesson plans to provide individualized interventions to each student. At this time, we only have the results of teacher assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our ELLs fall into the intermediate and advanced categories of ESL proficiency. Of those who fell into the beginners category, most are new to our school or the country and have not had the benefit of our ESL instruction. The data also reveals that students in Kindergarten through fifth grade tend to score higher on the listening and speaking portion of the NYSESLAT and lower on the reading and writing sections.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This year, ESL teachers are concentrating their lessons more on the reading and writing areas than on the speaking/listening areas because of the NYSESLAT results. We use the AMAO tool to determine if students are showing progress from year to year, to see who is achieving proficiency in English, and to see whether or not we are meeting our AYP. This year the AMAO tool is not available, so we analyzed the NYSESLAT scores without the AMAO tool. We noticed that 70.13% of our students made progress on the NYSESLAT, and therefore, we have achieved our AMAO 1 (making progress). However, we have not achieved our AMAO 2 (proficiency) because only 10.39% of our students achieved a proficient level. Students that have 3 or more warning indicators and are in our tier 2 and tier 3 groups, will receive after-school, Saturday Academy, and Achieve 3000, pending funding. NYSESLAT data is also shared with classroom teachers during our weekly teacher team meetings, at which time teachers suggest strategies and ideas for using the most effective practices with ELL students. We have created goals and focus areas for the at-risk ELLs, and we will follow up with these students' teachers and their parents to make sure progress is being made towards the goals that we have established.
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?
. The majority of our ELLs fall into the intermediate and advanced categories of ESL proficiency. Of those who fell into the beginners category, most are new to our school or the country and have not had the benefit of our ESL instruction. The data also reveals that students in Kindergarten through fifth grade tend to score higher on the listening and speaking portion of the NYSESLAT and lower on the reading and writing sections. Most of our ELLs take the content standardized tests in English. We only have 2 -3 students each year that take the standardized state math and science tests in their native language. We do not have enough students to compare data results with students that took the test in English only. However, when interviewed, the students who took the tests in their native language said that they felt more comfortable and competent in their first language.
b. Teachers analyze the results of the NYSESLAT Periodic Assessments to set educational goals and to drive instruction. We also use the information to group together students who have similar areas of weakness so that we can streamline our instructional goals and methods and provide differentiated intervention where it is most needed.
c. The Periodic Assessments give us a clear picture of what the students' strengths and weaknesses are. In general, we know that the ELLs tend to have the most difficulty with writing, grammar, and spelling. They also have significant difficulty in reading comprehension. We have seen that most ELLs are able to make themselves understood using English and understand what is said to them in English, but when it comes to putting things into writing or using written information, they have more difficulty. We do not use native languages in ESL, however, new students are given math and science assessments in their native languages if such tests are available. This helps us determine the actual knowledge accumulated by the student thus far, independent of any disadvantages caused by language barriers. We do have bilingual dictionaries and some multicultural books in the most common native languages found in our school.
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](#).)
Because the data has shown that our ELLs have the most difficulty with writing and reading comprehension, we are using the Achieve 3000 system, a computer-based program that implements differentiated instruction to teach the same reading passage to different reading levels. Students have to answer multiple choice questions that are similar to those found on state exams and we have found this program to effectively prepare our ELLs for such tests. This year, in our school we will also be using two new programs: Ready Gen and Go Math. Both programs have ELL components built into their instruction that can be implemented either in whole class instruction or in small group instruction. Throughout the lesson, the teacher assesses student progress and understanding of the lesson with targeted questions. Depending on how the students respond to these questions, they are placed in groups, Extended time, Tier 1, Tier 2, or Tier 3 instructional groups. Students in the Extended time group have shown mastery of the content or task for the day. According to these programs, students in Tier 1 need minimal intervention and support, students in Tier 2 need moderate support, and students in Tier 3 need one-to-one or 2:1 instruction. ELL students are classified into groups according to how well they master the different tasks assigned to them.

6. How do you make sure that a child's second language development is considered in instructional decisions?
When we develop our lesson plans, we always include a vocabulary section and allot time during the lesson to review these words and use them in sentences so that ELLs are familiar with them as they pertain to the content being taught. In addition, we have set a goal for our ELLs to master at least 5 new words a week. In addition, for the weaker students, we use many pictures and manipulatives to demonstrate concepts in math and language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Due to parental choices, we do not have enough students to open a dual language class.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In order to evaluate the success of our program we analyzed the data of our NYSESLAT scores. When comparing the 2012 NYSESLAT scores to the 2013 NYSESLAT scores we found that 70.13% of our students have made progress.

# of students tested in '13	# of students that moved from one level to the next	# of students who remained in the same level
77	44	28
# of students who made 43 point gain or more	Total % of students that made gains	Greater than 65.3? Did we meet our AYP?
10	70.13%	YES

Part IV: ELL Identification Process

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

- 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](#).)
P.S. 92 is a Pre-K - fifth grade school that serves a population of approximately 498 students. Of this number, 68 students are designated ELLs. Our ELLs are identified through several steps according to DOE procedure. We adhere to all regulations in identifying, assessing and placement for all of our ELLs into appropriate programs. At the time of registration, the parents of newly registered students are given the Home Language Survey, which is available in the primary languages in our community, ie. Spanish, Haitian Creole and Arabic. The two certified ESL teachers, who both have a minimum of a Masters degree, conduct an informal interview and administer the HLIS. Both the student and the parent are interviewed in English and, if needed, in their native language. We then review the responses of the Home Language Surveys. Based on these responses, if eligible, the new students are then assessed using the Language Assessment Battery (Revised) LAB-R within the first ten schools days, which is also administered by the certified ESL teachers. All eligible Spanish-speaking students are administered the Spanish LAB. The students are only assessed one time with the LAB-R and Spanish LAB test because it is used only for initial placement. However, the students are assessed throughout the year with other assessments such as Periodic Assessments, state exams, F & P, performance tasks and the NYSESLAT. The NYSESLAT determines their proficiency level in English. This test is given to them every year by the ESL teachers in the building until they test out of the program.
- 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.
Once the students are identified and eligible to receive services, the parents are invited to an orientation within the first ten days after registration. Here they are informed about the three program choices available to their children. At the orientation, all relevant information is provided in the parents' native languages through the use of interpreters. Most of these interpreters are qualified staff members from our school who speak a variety of languages. All written information is also provided in the parents' native language. Parents receive a brochure explaining the transitional bilingual, dual language and Freestanding ESL programs.

They also watch a video, which is presented in both English and the parents' native language, that describes each program. When parents are unable to attend the orientation meetings, the ESL teachers set up a private meeting to discuss the options and to help them select a program for their child.

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

After reviewing the HLIS, ESL teachers send home entitlement letters with students, informing their parents of their entitlement to services. Along with the entitlement letter, we send home an invitation for the parents to come to our orientation to choose the appropriate service for their child. At the orientation, parents fill out a program selection survey and choose the type of program they want for their child. The three choices are Transitional Bilingual, Dual Language Instruction and Freestanding ESL. In cases where the parents cannot be reached to make a selection, (by default as per CR Part 154) their child is placed in a bilingual program until the parent is able to come in and select a program. Having the parents fill out their surveys and selection forms at the school ensures these forms do not get misplaced or ignored. For students who are continuing in the program, a continued entitlement letter is sent home with the students, informing the parents that their child will remain in the program for the current school year. Original forms are kept in the students' cumulative records. We also keep copies of these forms in the ESL files.

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.

After parents are made aware of all programs and they have selected their program choice, the forms are then reviewed to ensure that we provide the students with the chosen programs. Due to the overwhelming parental preference for the ESL program and the low number of students in each grade who speak a language other than English, P.S. 92 offers a free-standing ESL program, and currently does not run either a bilingual or dual language program. For those students that have been in the ESL program in previous years and continue to be eligible, a continued entitlement letter is sent home to the parents informing them that their child will continue to receive services. All letters are sent home in English and in the parents' native language. A copy of all letters, parent surveys and HLIS forms are kept in the ESL office/classroom.

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.

In the spring, the ESL teachers pull up the RLER report on ATS. This report lists all students eligible to take the NYSESLAT. All eligible ELLs are then given the NYSESLAT in order to assess all four modalities of listening, speaking, reading and writing. Students are tested in grade level groups except for the speaking component, for which they are tested individually by a teacher who does not work with or teach those students. All components of the tests are administered according to the official testing guidelines. In addition to the certified ESL teachers, other classroom teachers and/or administrators provide assistance administering the NYSESLAT after they are trained. These teachers/administrators also grade the writing portion of the NYSESLAT by following the procedures, guidelines and rubrics given by Pearson Testing Company.

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. [📌](#)

Reviews of the Parent Survey and Program Selection forms from the past few years have shown that approximately 98% of the parents select ESL as their first choice for their child's instruction. Consequently, at our school, there are no bilingual or dual language classes at this time. For the 2% of the parents that choose either the transitional bilingual or the dual language programs, they are provided a transfer option to a school that provides the services that they have requested. The parents usually decline a transfer.

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])?
 - 1a. At our school, the organizational models used are pull-out and push-in. For the pull-out model, the students are pulled from their classrooms and are grouped according to their level of proficiency. There are two teachers that service our ELLs, Mr. Savitt, who services students from first, third and fifth grades. The other teacher, Ms. Sterling, services kindergarten, second and fourth grade students. They service the students using these models on a daily basis to ensure that all students who scored a beginner or intermediate level receive their mandated 360 minutes of ESL per week. The advance students receive 180 minutes of ESL with Mr. Savitt/Ms. Sterling and 180 minutes of ELA with their classroom teachers. The language of instruction is English only. However, we utilize resources in other languages to help students achieve a smooth transition from their native language to English. For the Push-In model, the ESL teacher works collaboratively with the classroom teachers creating lessons and developing strategies that will support the needs of our ELLs in the general education classroom setting.
 - 1b. We push-in or pull our students by grade level, but students have mixed ability levels. We, therefore, differentiate our instruction in order to meet all our students' needs.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL push-in and pull-out schedule is designed to ensure that all students receive the mandated number of ESL units as per their proficiency level. All of our beginner and intermediate students receive the mandated 360 minutes of ESL instruction. Our advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction with their classroom teacher. The certified common branch teachers and the ESL certified teachers work closely together to target ELL's who may need additional support and recommend them for extended day and afterschool programs. Besides the mandated number of minutes, most of our ELLs are receiving extended day and after-school services.
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.

All ESL classes are taught in English. A variety of ESL strategies are applied to content area lessons to enable ELLs to understand the lessons taught. Some of these strategies include but are not limited to the following:

 - Differentiated Instruction
 - Modeling
 - Realia
 - TPR (Total Physical Response)
 - Scaffolding
 - Cooperative Learning Activities
 - Multimodality learning experiences (offering visual, tactile, and kinesthetic activities to allow for multiply opportunities for conceptualization)
 - Use of technology

-Offering real life experiences that connect to the curriculum (trips, guest speakers, and performances).

Our instruction for all of our ELLs is aligned with the common core curriculum. Go Math and Ready Gen are aligned with the Common Core and are being used with an ELL component.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
At the beginning of the school year, all eligible Spanish-speaking students are administered the Spanish LAB in order to determine their native language proficiency. Moreover, students who are in an English language school for less than two years and are fluent in their native language, are offered content area state and citywide exams in their native language, if available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students are assessed several times throughout the year using formative and summative assessments as well as teacher-made assessments to evaluate students in all four modalities. Also twice a year ,the ELLs are assessed using the NYSESLAT Periodic Assessment.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a- When we service our SIFE students, we make use of more interventions than we do with our other students. In order to implement a program that simultaneously teaches these students social and academic English skills, ESL instruction focuses on both English for basic communication, English literacy skills, as well as the introduction of grade-appropriate content and concepts , using specific vocabulary that is necessary to access this curriculum. A variety of ESL strategies are used such as modeling, repetition, graphic organizers, buddy system and technology to increase their level of proficiency in reading, writing, listening and speaking.

b-For those students who are in the US school system for less than three years and are required to take the ELA exam, differentiated instructional strategies are used to strengthen the skill areas in speaking, listening, reading, and writing. The strategies used to teach students vary depending on English proficiency levels, grade level, and performances on both formal and informal assessments. The ESL teacher consults and collaborates with the classroom teacher in order to make content area lessons more accessible to the students through visual and tactile cues and activities. These students are also receiving services through Title III After School and Saturday Academy programs.

c-ELL students who have been receiving services 4 to 6 years continue to receive their mandated ESL and ELA instruction. The ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student and formulate a plan. In addition, these students are also encouraged to attend the Title III After School and Saturday Academy programs, where they receive more focused skill instruction and small group instruction. Based on assessment results, this year, our focus is on developing writing skills and broadening vocabulary, particularly in the core content areas.

d-In order to support our long term ELLs, the ESL teacher consults and collaborates with the classroom teacher in order to create a climate in which the ELLs can better learn what is taught. The ESL teacher pushes-in to these classrooms and provides support to these students through differentiated instruction. They are also encouraged to attend our extended day program and the Title III After-School and Saturday Academy programs. At present, we only have 1 long-term ELL. We are working with her individually to target the remaining weaknesses that she has in order to help her test out of the program.

e-Once our students achieve proficiency on the NYSESLAT and test out of the ESL program, they continue to receive transitional support through the ESL program. The ESL staff continue to monitor the former ELLs for two years, offering them support as needed. They also are invited to attend the After-School and Saturday Academy programs that are provided by the ESL teachers through Title III. They are also attend the extended day program. During testing , they still receive additional time and are tested in a separate location like all other ELLs in the school.

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?
Both Go Math and Ready Gen have ELL modifications built-in to the instructional materials designed to increase the frequency of student conversation and interaction. In addition, we use the following instructional techniques to assist our students with language barriers or special needs: Differentiated instruction, scaffolding, realia, modeling, TPR (total physical response), cooperative learning, real life experiences (trips or guest speakers), use of technology, etc...
ELLs with disabilities whose IEP recommends ESL or bilingual instruction, continue to receive their mandated hours of ESL. They are also involved in our computer based program ACHIEVE 3000, which teaches students individually at their own level, ensuring that they reach or exceed grade level within a prescribed amount of sessions. They also receive small group, targeted instruction in Math and ELA. They are also pulled for resource room, whose focus is individualized attention, to meet their specific needs.

Teachers of ELLs-SWDs also use instructional strategies such as small group guided reading, leveled libraries, visuals and listening centers as additional support to our ELLs with IEPs.

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?

In order to move students who have IEPs forward, we offer a variety of learning environments in order to determine which is most comfortable for each student. There are collaborative team teaching classes, self-contained classes, and classes supported by a SETTS teacher. When possible, mainstreaming for specific content areas is explored. Service providers communicate with each other in order to prevent overlapping schedules. ELL teachers both push-in and pull out ELL-SWD students to support their instructional needs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

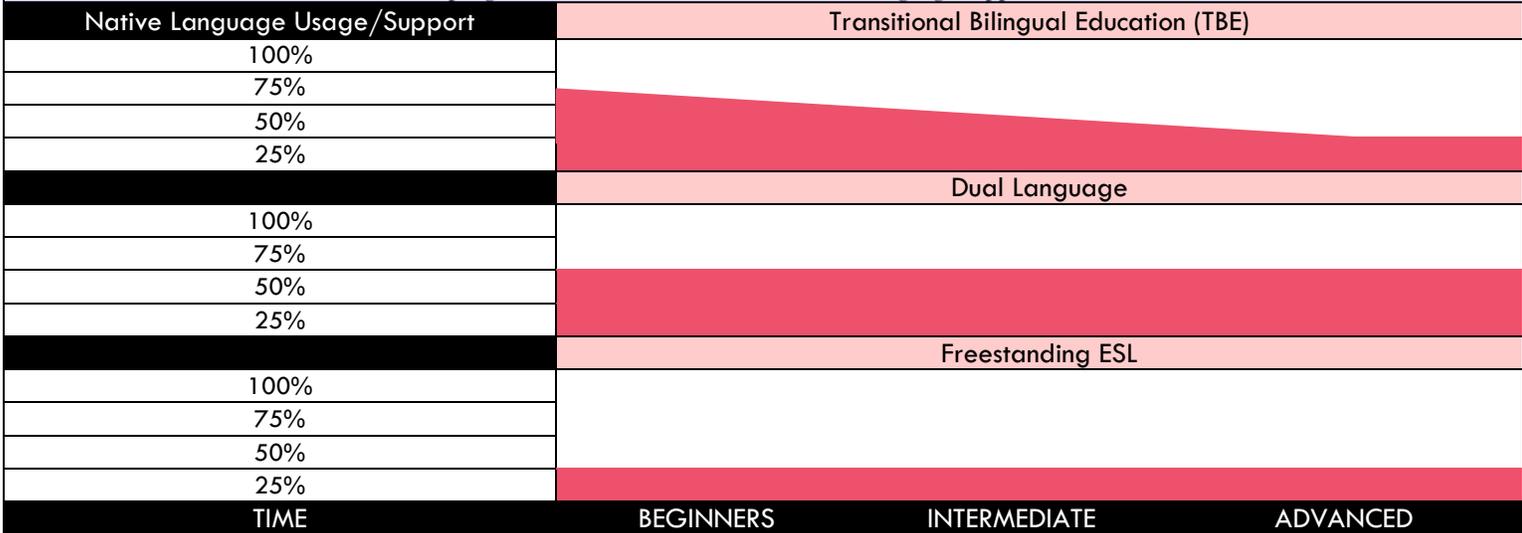
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted Intervention programs offered at PS 92 are Title III After-School and Saturday Academy, AIS and Achieve 3000. Our after-school program is offered twice a week for two hours each day. Half of the time is devoted to literacy instruction, and the other half is devoted to math. The Saturday Academy is held for 3 hours per week. During that time, students are instructed in math and literacy, using a variety of ESL strategies. Achieve 3000 is a computer-based program that provides essential skill base item analysis and allows each child to start and progress at his/her level of readiness. The teacher and students are able to closely monitor their progress as they advance to each level. All ELLs are offered access to the Title III programs, but the AIS and Achieve 3000 are generally used with our most at-risk students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We base our effectiveness upon our NYSESLAT test results. As mentioned previously, 70.13% of our ELLs made progress over the year before, which seems to indicate that our programs are achieving their intended results. Also previously mentioned is the fact that we use the results of the NYSESLAT test to devote our efforts to targeting the specific areas of weakness elicited by our ELLs on a yearly basis.
11. What new programs or improvements will be considered for the upcoming school year?
- For this school year, we have added Go Math and Ready Gen to our curriculum.
12. What programs/services for ELLs will be discontinued and why?
- We are discontinuing Reading Street and Every Day Math because they are not aligned with the common core curriculum. We are also discontinuing Santilla Spotlight on English as a curriculum for ESL, however, we are still using it as a resource and as supplemental support.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs who have not yet reached proficiency are targeted to receive additional help through several programs offered here at our school. These include AIS, ACHIEVE 3000, Saturday Academy and an After School program called CAMBA. These programs provide the students with help mainly in ELA and Math, focusing on the students' areas of weakness. The CAMBA program helps them with homework, safety, psychological development, conflict resolution, academic enrichment and social activities. In addition, our ELLs are involved in array of activities including student council, after-school center sports and school wide special events that incorporate the arts.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials are used to support our ELLs: Spotlight on English, which provides "approaching" and "on level" ELA reading passages, vocabulary building component, and differentiated instructional strategies to address the varying levels of students performance; Ready Gen, a new reading/literacy program that has a built-in ELL interventions; Go Math, which also has built-in ELL applications; Finish Line Comprehension Skills; and ACHIEVE 3000, a computer-based program in which students utilize laptops.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ELL students receive native language support through the use of library books, English/native language dictionaries, English/native language picture dictionaries and the buddy system.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At our school we ensure that the support services provided to our students are age and grade level appropriate. We use only instructional materials designed for each grade level, in compliance with common core standards for each grade. Students are grouped according to levels of proficiencies within their grade. Our classroom libraries are leveled using F & P. This allows students to select books at and above their reading levels. One of our resources, Achieve 3000, is a computer-based program that provides essential skill base item analysis and allows each child to start at his/her level of readiness. The teacher and students are able to closely monitor their progress as they advance to each level.
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.
- In the past we did not have a specific program for our newly enrolled ELL students and their parents prior to the advent of the school year, however, this year we are considering inviting newly enrolled students and their parents to the annual family event, which we conduct at the end of each school year and at which there is food, games and entertainment. At this event, the new parents will get to meet other parents and staff members in an informal setting, where they can talk about the variety of resources

offered at this school. At this event parents will have an opportunity to interact with other parents during the workshops specifically geared to the needs of parents. The workshops are facilitated by LEAP.

18. What language electives are offered to ELLs?

Presently, we do not offer any language electives to our students.

19. For schools with dual language programs:

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

Due to parental choices we do not have enough students to open a Dual Language program.

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.

In order to meet the needs of our ELL population, it is imperative that our two state certified ESL teachers along with the classroom teachers receive ongoing professional development from the CFN office and attend off-site conferences sponsored by other agencies, colleges and universities. In addition to outside professional development, our school launched a school-wide effort to address the listening and speaking portion of the Common Core Learning Standards. As per the Jose P. law, in which all teachers are required to obtain 7.5 hours of ESL training, the ESL teachers provide scheduled professional development workshops for the staff in ESL methodology. This enables them to work more effectively with small groups in the general classroom setting during guided practice groups, conferencing, extended time and after-school programs. Classroom teachers are also invited to observe the ESL teachers as they implement different strategies that could be used in their own classes. Also, the Teacher Team initiative is in place for this school year. Every Thursday, teachers, including ESL staff, meet by grade level and use data and authentic student work to evaluate strategies used in the classroom and to determine areas of common weakness among students. Each team of teachers decides to implement specific skills and strategies to address these weaknesses for an agreed upon period of time, after which the team reevaluates their effectiveness. In addition, the ESL teachers attend several workshops throughout the school year. Some of the workshops that we have recently attended are "Building Reading Comprehension and Response to Notification with ELLs in the Early Grades", "Instructional shifts for ELL Academic Success", "Understanding Annual Measureable Achievement Objectives for ELLs" and "Equipping Elementary ELLs with a Powerful Vocabulary Toolkit for Common Core Achievement". These workshops provide teachers with the necessary tools to support the ELL students as they engage in the Common Core Learning Standards. Every teacher that attends ELL training receives an agenda that specifies the hours and dates of training. Every teacher is responsible to maintain records in order to meet the requirements. The ESL teachers keep a binder with all the agendas and sign-in sheets of workshops that they presented as well as agendas of the workshops that they have attended.

D. Parental Involvement

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

PS 92 Parents are strongly encouraged to attend the scheduled ELL and whole-school orientations, as well as parent workshops specifically designed to teach parents strategies that can be used at home to improve their child's academic performance. During the spring, the ESL teachers offer a short series of adult ESL classes to the parents to encourage them to learn the language in order to assist their children with homework. Parents are also encouraged to meet with the guidance staff to address special concerns that impact the learning and attendance of their children. These include crisis intervention or referrals for internal and outside services from our community-based organizations. Upon request, our CAMBA program provides referrals for assistance with immigration issues, health services, adult education, housing, and family counseling. Our parent coordinator schedules leadership training for parents who are interested in volunteering their time to the school, as well as workshops related to health, job readiness, and educational issues. We have Spanish, French, and Haitian Creole staff translators who assist during workshops. When a child is registered, we provide interpretation assistance in the languages of Spanish and Haitian Creole. At this time, parents are given full explanation of the available placement options both within and outside of P.S. 92. The desire to learn English is especially strong among our Haitian and Hispanic populations. They express a preference for immersion in the English language, as they feel it puts their children on equal footing with non-ELL students, and fosters a faster acquisition of the English language.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Adrian Hegeman</u>		School DBN: <u>17K092</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diana Rahmaan	Principal		1/1/01
Brenda Robertson	Assistant Principal		1/1/01
Dawn McLeod	Parent Coordinator		1/1/01
Jacqueline Sterling David Savit	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. Province-Common Branch	Teacher/Subject Area		1/1/01
Ms. Sav Nolan -Spec. Ed.	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17 School Name: 92

Cluster: 551 Network: Fordham PSO

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

Part A: Needs Assessment Findings

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

When a child is registered, parents are interviewed by our ELL teachers and administered the Home Language Identification Survey, and if the need is presented, he or she will speak with one of our staff members proficient in their native language. If needed, we utilize the DOE Interpretation Unit to assist in translation, via a conference call, for language interpretation that is not available at the school. This information helps us to determine the number of parents that need to receive written and oral communication in Haitian Creole, Spanish, Arabic, or other languages. A review of data continues to indicate that a small percentage of parents, primarily recent immigrants from Haiti or Spanish speaking countries, presented a need for translators in their native language. Based on the above and the evidenced need exhibited during our initial registration period in September, we conclude that there is an on-going need to provide written translation services for our Haitian Creole and Spanish speaking populations. In recent years, we have experienced an increased need for Arabic translators. We have been able to meet this need through the use of parent volunteers who are available to translate for us during registration and parent meetings. We will, as warranted, continue to use the DOE translation unit. Report cards, including the new STARS reports, are also available to parents in their native language.

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.

Findings are annually presented to the staff and parent communities during the September faculty conference and September/October Parent Association meetings, the September ELL parent orientation sessions, the general parent orientation sessions held in September, and articulated to parents as a service provided when they register their child for school (presented by ELL teachers). In 2013-2014, we propose to continue the same method of notification, in addition to posting DOE posters notifying parents of the availability of the services. The posters will be highly visible in the main entrance lobby, main office, and referenced in written notifications.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

To continue meeting the translation needs of our families, we will use the DOE Translation and Interpretation Unit and our on site staff members and volunteer parents proficient in the various languages to provide verbal and written interpretation.

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.

We propose, in addition to available written translation services available in the school, to use per session staff and/or parent volunteers, fluent in Spanish, Haitian Creole, and Arabic to provide translation services. The translators will be available at parent workshops, orientations, and for any after-school parent/teacher conferences, including one to one conferences. During the day program, we have identified staff persons who are fluent in the languages of most need, Spanish and Haitian Creole, and they will provide oral translation services for parent conferences and other activities that might require assistance.

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>.

In September 2013, we will send out DOE written notification to parents describing the available translation services at the school and their rights regarding translation and interpretation services in appropriate covered languages. If we are not able to provide translation on the school level, the parent will be given contact information for the DOE Translation Unit, or we will access the Unit for them. Additionally, a DOE poster outlining available services will be posted in the main lobby. The Parent Coordinator will also be available to provide assistance.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Adrian Hegeman	DBN: 17K092
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 28
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: For the 2014-2015 school year, we will offer after-school instruction for entitled ELL students in grades three through five. The target populations for the after-school program will be the ELL students who scored levels one and two on the city/state exams and students scoring at the beginning/intermediate levels of the NYSESLAT. We will also target students scoring at advance levels for two or more consecutive years of the NYSESLAT. There will be a total of thirty students. These students will receive intensified English language acquisition instruction by two NYS certified ESL teachers with many years of experience in the field. One ESL teacher will be working with 15 students from grades three and four. The other ESL teacher will be working with 15 students from fifth grade. This program will develop and enhance literacy and math skills and provide supplemental instruction that will further develop proficiency in English. In order to support the entitled ELL students, after-school classes will be scheduled for Wednesdays and Thursdays, from 2:40 p.m. - 4:40 p.m. The after-school program will commence on December 17th and continue until May 28, 2015, for a total of 40 sessions. Each after-school session will offer one hour of literacy and one hour of enrichment in math. In both programs, class size is limited to fifteen students per class. Using information derived from benchmark assessments, teacher observations, and other exams, the students are grouped according to ability levels and work directly with the teacher in small groups or one to one. Elements of the balanced literacy model are implemented to include independent reading and writing activities, as well as guided group and whole class instruction. We will use the Common Core Learning Standards based READY Writing and Reading programs.

These materials are based on research designed to meet the needs of Limited English Proficiency (LEP) and struggling students, and include the essential elements of the five reading components as defined by the NCLB Act. Based on the results of testing and research, there is considerable evidence of improvement in the students' writing skills using this program. Step by step instruction deconstructs the complex CCLS into discrete segments that build over the course of each lesson and guides students through every step of the writing and research process. The reading program provides increased exposure to non fiction literature and incorporates effective intervention strategies for struggling readers.

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

Part C: Professional Development

Begin description here: Two ESL teachers will engage in Fordham University, PSO, citywide, and school based professional development. All professional development focuses on implementation of ESL methodology in reading, math, and the content areas of science and social studies. All providers of professional development are state-certified teachers and/or ELL/ESL instructional specialists. In addition, the ESL teachers will attend a series of workshops on a variety of topics that include differentiated instruction, analyzing data using the AMAO tool, vocabulary development, common core standards, assessments, and Response to Intervention (RTI). Teachers who attend these workshops turnkey the information they receive to other staff during teacher team meetings and grade conferences, sharing with them the latest strategies and techniques used to increase the retention, skills, and test scores of the students in the Title III program. Additional support to the regular classroom teacher will be provided by Fordham, PSO consultants. They will offer small group support in ESL strategies.

Date	Duration	Topic	Teachers	Provider
9/29/14	1 hour	Six Traits of Writing I	Ms. Sterling/ Mr. Savitt	Ms. Toran
10/6/14	1 hour	Six Traits of Writing II	Ms. Sterling/ Mr. Savitt	Ms. Toran
10/20/14	1 hour	RTI	Ms. Sterling	Ms. Rahmaan

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: Some of the Title III funds will be used to provide programs for the parents of our ELL students. An orientation facilitated by the ESL teachers introduces them to the Title III after-school ESL program. The orientation is held in the evening and lasts approximately two hours. It includes an oral presentation and interactive activities. The school provides interpreters for parents who speak other languages. The orientation is also used to recruit parents to participate in after-school programs and to talk about community resources that are available to parents of ELLs through CAMBA, a community based organization that provides a variety of adult classes. In addition, ESL teachers along with other school staff will be hosting a variety of workshops that will allow parents to get involved in their children's education. Part of the workshops that will be offered, will be two classes of intensified ESL for our limited English speaking parents. Each class will offer English survival skills. As a result of these classes, parents will be better equipped with the necessary tools to assist their children with homework assignments, communicate with teachers, function in society, and express their needs. Please refer to the table below for the dates and subjects of these classes. On the last day of the adult

Part D: Parental Engagement Activities

classes, the program's educational materials will be distributed to the parents so that they can refer to them as needed at home. Moreover, there will be a multicultural culminating activity in which parents will have an opportunity to socialize with each other and the teachers. Culturally appropriate refreshments will be provided at this activity.

ESL teachers stay in contact with parents throughout the school year . All major notifications that are sent to parents will be sent home in English and in the parents' native language. Workshops are offered to parents in the content areas of reading and math throughout the school year. They are taught strategies that will help them to better assist their children with homework and preparation for standardized tests. Parents are encouraged to participate in the after-school program as a means of working directly with their children and to acquire skills and strategies that can be effectively implemented in the home environment.

Date	Topic	Hours	Provider
9/17/14	Welcome Back to School	9:00 - 10:30 AM	Ms. Mcleod - Parent Coordinator
10/15/14	School Environment	9:00 - 10:30 AM	Ms. Mcleod
10/27/14	Building Vocabulary Skills	5:30 -7:30 PM	Ms. Rahman - Principal
11/17/14	CCLS in Literacy	5:30 -7:30 PM	Ms. Rahman - Principal
12/16/14	After-School Orientation	2:40 - 4:00 PM	Ms. Sterling/Ms. Campbell James
12/17/14	Raising A Scholar	9:00 - 10:30 AM	Professor Lindsay - Medgar Evers
1/7/15	Reading and Math Strategies	9:00 - 10:30 AM	Ms. Mcleod
1/7/15	What to Know about Taxes	5:30 - 7:00 PM	Ms. Mcleod
2/10/15	Test Strategies to Help ELLs	4:00 - 6:00 PM	Ms. Sterling
2/11/15	Bullying In/Out of School	9:00 - 10:30 AM	Ms. Dewgard - Guidance
3/11/15	Common Core Review	9:00 -10:30 AM	Ms. Toran - AP
3/17/15	English Survival Skills Part 1	4:00 - 6:00 PM	Ms. Sterling
3/24/15	English Survival Skills Part 2	4:00 - 6:00 PM	Ms. Sterling
4/8/15	Health Insurance	9:00 - 10:30 AM	Ms. A.Thena, Health Plus
6/10/15	Family Summer Success	9:00 - 10:30 AM	Ms. Mcleod

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____