

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

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

**13K093**

**School Name:**

**WILLIAM H. PRESCOTT**

**Principal:**

**SANDRA PHILIP**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 13K093  
School Type: Elementary Grades Served: PK-5th  
School Address: 31 New York Avenue  
Phone Number: 718-604-7363 Fax: 718-771-1369  
School Contact Person: Sandra Philip Email Address: sphilip@schools.nyc.gov  
Principal: Sandra Philip  
UFT Chapter Leader: Keisha Demas  
Parents' Association President: Linda Cummings  
SLT Chairperson: Linda Cummings  
Student Representative(s): N/A

**District Information**

District: 13 Superintendent: Barbara Freeman  
Superintendent's Office Address: 355 Park Place Brooklyn, NY 11238  
Superintendent's Email Address: Bfreeman6@schools.nyc.gov  
Phone Number: 718-636-3284 Fax: 718-636-3266

**Cluster and Network Information**

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

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. 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\*.
2. 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.\*\*
3. 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)
Sandra Philip	*Principal or Designee	
Keisha Demas	*UFT Chapter Leader or Designee	
Linda Cummings	*PA/PTA President or Designated Co-President	
Bettye Watford-Bogan	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	
Gloria Tillman	Member/UFT	
Debra Prout	Member/UFT	
Simone Neblett	Member/Parent	
Simone Perry	Member/Parent	
Ayodeile Ericsson	Member/Parent	
Magda Holland	Member/Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S.93, the William H. Prescott School is located in the Bedford Stuyvesant area of Brooklyn. We work to build community among students, staff, parents, and the community at large. We believe that every student will leave this institution well-grounded academically and socially prepared to meet the challenges of college and a future career.

We service students beginning in Pre-Kindergarten where the focus is to develop the social and emotional growth of students while providing experiences that address the whole child socially and cognitively. The curricula for all grades revolve around ELA, Mathematics, Social Studies and Science. We implement common core aligned curricula from Engage New York: Core Knowledge (Pre-k – 2<sup>nd</sup> ) and Expeditionary Learning (3<sup>rd</sup> - 5<sup>th</sup> ) for English Language Arts and Common Core Inc. (Pre-k – 5<sup>th</sup> ) a mathematics program which is supplemented by Envisions. Students in kindergarten through fifth grade are taught in 60 or 90-minute blocks of time through the workshop model approach. The Children are Reason Enough Team (CARE) collaborates with classroom teachers to support student needs outside of the academic areas. We are served by a full time guidance counselor and other support staff to ensure that the needs of the whole child are addressed and met.

We are a community committed to supporting children through the learning process by scaffolding and differentiating instruction. Our staff members have been engaged in professional development centered on the Danielson Framework for Effective Teaching and the Common Core Learning Standards. Teachers are currently working to engage students in learning through linking questioning and discussion techniques and assessment criteria into their daily instructional practices while utilizing differentiation, small group and explicit instruction. Additionally, we continue to utilize the aforementioned practices to engage our students in writing across content areas as our instructional focus to deepen students' thinking to build prior knowledge and extend their writing and broaden their capacity to learn. We approach every aspect of teaching and learning through teamwork, as we believe that together we will achieve the extraordinary. We are a staff that is highly committed to our school and we work hard to provide a varied and challenging curriculum.

Technology is an integral part of educating our students. All classrooms have computers with internet access and smartboards. The library media center services scheduled classes and provides periods of open access for individuals and small groups. Our library is fully equipped with computers and printers. Students have multiple opportunities to use technology to support their learning. Further, students have the opportunity to build and create models to support their learning across curricula within our shop class.

Public School 93 is a culturally diverse community of students and teachers. We show further distinction by offering programs that support and enrich the academic, cultural and social development of our diverse student body by partnering with the following organizations: Learning through an Expanded Arts Program (LEAP), the Brooklyn Botanical Gardens, New York University's Tutoring Program, Noel Pointer Violin Program and Music and the Brain.

Additionally, our students participate in a monthly oral presentation to reflect our character education theme for the month. Students have been engaged in The Adelaide Sanford's Oratory Contest for the past 9 years. We were fortunate to receive a grant from Disney Musicals in Schools and our school produced *The Aristocats Kids*. This afforded students the opportunity to be engaged with the performing arts to help foster effective

communication skills, promote collegiality amongst students and encourage tolerance for experiences much different than their own. As a result of our performance at the Minskoff Theatre, we were granted another year wherein we will be producing *Jungle Book*.

We continue our partnership with Noel Pointer wherein violin instruction is provided for students in grades 3-5. We have a long standing relationship with Restoration Plaza wherein they were instrumental in assisting our Disney debut both in the community and on Broadway. Through Restoration our students participate in an after school African dance program with final performances in the community and at BAM. This year we initiated a partnership with Brooklyn Chorus wherein our students will have the opportunity to be involved in an after school program in the Spring. Ballet Tech continues to offer our students individualized lessons at their studio.

We continue our healthy choice initiative via Cookshop whereby proper food and nutrition is the focus. CookShop classroom uses hands-on exploration, cooking and physical activities to foster children's enjoyment and consumption of healthy food and their appreciation for good nutrition and living an active lifestyle. With respect to families, the goal is the same and they are engaged in making healthy choices. We are in full implementation of Cookshop for students and parents of kindergarten through 5<sup>th</sup> grade.

We are excited to receive the opportunity for our students to be involved in STEM through LEAP starting in January 2015. We are expected to engage five classes from grades 3-5. Students will learn how to identify a target audience, create a budget for product development, set a price point for their product or service and develop a marketing plan—all geared towards instilling the entrepreneurial spirit in students.

Over the last school year, student performance in literacy has increased 9%. This is a reflection of our intense shift in classroom libraries and instructional program to reflect 60% informational text and 40% fiction. Likewise, our students were significantly engaged in the writing process throughout the year to complete three writing assignments that ask them to read and analyze informational texts and write opinions and arguments. With respect to mathematics, although we have only increased by 1% in the last school year, our students will be engaged in more problem solving tasks that will be tracked via exemplars. Students in grades kindergarten through 5<sup>th</sup> will complete three common core aligned math exemplars that ask them to problem solve and make real world connections.

Further, teachers collaborate in grade-level teams to make the adjustments to the curricula and ensure alignment with the NYC Scope and Sequence. We continue our work on refining academic tasks to consistently provide appropriate scaffolds for all students to gain access to the CCLS. Depth of Knowledge (DOK) is utilized to engage students in deeper questioning and discussion techniques that will promote higher order thinking skills. Moreover, we are working towards ensuring that our students are aware of the assessment criteria, are able to self-assess and be engaged in robust conversations about their tasks.

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

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

### Part 1 – Needs Assessment

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

After conducting a three year trend analysis of student performance data, it is determined that although student performance decreased by 29.3% between the 2011-2012 and 2012-2013 school years, we improved by 9% during the 2013-2014 school year. The above data reflects students meeting and exceeding proficiency in English Language Arts as measured by grades 3-5 on the New York State assessment in ELA.

Grade	Year	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
All	2011-2012	22%	27%	46%	4%	50%
All	2012-2013	48.3%	31%	16.6%	4.1%	20.7%
All	2013-2014	34.8%	35.6%	23.7%	5.9%	29.6%

After conducting a three year trend analysis of student performance data, it is determined that although student performance decreased by 36% between the 2011-2012 and 2012-2013 school years, we improved by 1.2% during the 2013-2014 school year. The above data reflects students meeting and exceeding proficiency in mathematics as measured by grades 3-5 on the New York State assessment in mathematics.

Grade	Year	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
All	2011-2012	19%	24%	34%	23%	57%
All	2012-2013	52%	27%	14.9%	6.1%	21%
All	2013-2014	52.9%	35.5%	17.9%	4.3%	22.2%

#### The strength of the school-data cited from Quality Review

- Curricula is rigorous and coherently aligned to the CCLS
- Teachers make purposeful decisions to build coherence and promote college and career readiness for all students
- Teachers’ lesson and unit plans were aligned & adjustments made

#### The needs of the school-data cited from Quality Review

- In most classrooms there were no opportunities for students to engage in active discussions during the practice portion of lessons or for teachers to check for understanding illustrating inconsistent alignment to the school’s belief system and teachers instructional practices as informed by the Danielson framework resulting in a less effective delivery of instruction as demanded by units of study based on a more rigorous curricula. As a result, student work products do not always demonstrate higher-order thinking.
- Assessment data are not used consistently across classrooms, thus limiting the effectiveness of teacher feedback to students in order to advance their progress towards predetermined learning goals.

### Part 2 – Annual Goal

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

1. Students in grades Pre-k through 5<sup>th</sup> will complete three writing assignments that ask them to read and analyze informational texts and write opinions and arguments and complete three common core aligned math exemplars that ask them to problem solve and make real world connection resulting in a decrease in levels 1 and 2 on the NYS ELA & Math Exams by June 2015.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Conduct two study groups around designing coherent instruction and engaging students in discussion techniques to address the needs of all subgroups.	Lead teachers Gr. K, 3-5	December 2014- January 2015	Teacher development coach
Assist with data specificity to strengthen assessments along with synthesis and analysis of data to determine next steps.	All teachers	December 2014-2015	Administrators
As a result of Tuesday's parent engagement activities, parents are provided ongoing resources to assist their child and promote further understanding of rigorous instruction.	All parents	September 2014-June 2015	All Teachers
All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams.	Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals,	September 2014-June 2015	Administrators

### **Part 4 – Resources Needed**

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

Adjustments will be made to the prep schedule to facilitate the talent coach's schedule. The allocated Monday professional development time will be utilized to address the specified needs. If needed, teachers will be engaged in additional professional development session on Tuesdays. Our daily schedule accommodates teacher & CARE Team meetings. SLT and PA meet on a monthly basis.

### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
No additional funding sources needed.									

**Part 6 – Progress Monitoring**

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

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

By March 26, 2015 student writing assignments and math problem solving tasks will be analyzed to indicate progress toward meeting this goal.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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

#### The strength of the school-data cited from Quality Review & School Quality Snapshot

- Principal utilizes newsletters, memorandums and feedback from informal and formal observations to continually communicate high expectations to students, staff, and families.
- 4Rs- Reading, Writing, Respect and Resolution Program is a literature based program that is designed to foster a supportive environment that builds strong emotional intelligence. This curriculum is consistently utilized across all grades K-5<sup>th</sup>.
- 92% of parents are satisfied with the education that their child has received; 87% of parents feel that the school offers a wide enough variety of courses, extracurricular activities and services.
- School leaders provide in-house professional development to elevate instructional practices school-wide and staff is provided with opportunities to attend off-site professional learning sessions
- School leaders participate in team meetings and frequent classroom visits in order to ascertain the impact of professional learning opportunities on student work and teachers’ pedagogical practices providing additional supports when necessary.

#### The needs of the school

- 100% of teachers will utilize our 4Rs program more consistently to deepen the work around building appropriate social behaviors conducive to college and career expectations.
- Peer mediation program to facilitate student to student self-management.
- Professional development for teachers to empower students and support their emotional intelligence.

### Part 2 – Annual Goal

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

1. All Teachers will engage in professional development that support the need for continued use of our 4Rs program that will result in a 50% reduction of our suspension rate by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-</li> </ol>			

7. credited, SIFE, STH). Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
Provide professional development to teachers to empower students and support their emotional intelligence.	All teachers	January 2015-June 2015	Teachers/Administrators/Network Staff
Establish peer mediation program to facilitate student-to-student self-management.	All students	January 2015-June 2015	Ms. Mitchell
As a result of Tuesday's parent engagement activities, parents are provided ongoing resources to assist their child and promote further understanding of our 4Rs and peer mediation program.	All parents	January 2015-June 2015	All Teachers
All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams.	Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals,	January 2015 – June 2015	Administrators

#### **Part 4 – Resources Needed**

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

No additional resources needed

#### **Part 5 – Budget and Resource Alignment**

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

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

#### **Part 6 – Progress Monitoring**

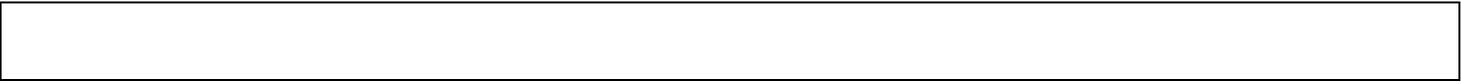
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

- Baseline December 2015 suspension rate.
- March 2015 administrators will check suspension rate to determine progress

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

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



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

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

### Part 1 – Needs Assessment

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

#### The strength of the school-data cited from Quality Review

- All teachers are engaged in inquiry work.
- Grade teams meet weekly to discuss coherence regarding curricula, data and assessments.
- School leaders participate in the school’s inquiry work in order to determine how well teachers are using assessments to make modifications to lesson planning and their instructional practices.
- School leaders, through class visits and observations monitor instruction to see the alignment of team meeting discussions and classroom instruction.

#### The needs of the school

- 75% of teacher need to quantify data to support the students under study.
- Professional development in Advance, data analysis and assessments

### Part 2 – Annual Goal

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

All teachers will engage in professional development activities designed to improve professional practice resulting in a 50% decrease in the number of teachers on TIPs in order to meet the demands of CCLS and Advance by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			

Provide professional development to assist teachers with the ability to articulate with specificity the data of students under study.	All teachers	January 2015-June 2015	Teachers/Administrators/Network staff
Provide professional development in Advance & inquiry study to improve teacher practice.	All teachers	September 2014-June 2015	Administrators
As a result of Tuesday's parent engagement activities, parents are provided ongoing information and resources to assist their child to improve student performance.	All parents	September 2014-June 2015	Teachers
All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams	Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals	September 2014-June 2015	Administrators

**Part 4 – Resources Needed**

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

No additional resources needed

**Part 5 – Budget and Resource Alignment**

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

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

NA

**Part 6 – Progress Monitoring**

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

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

March 2015 administrators will analyze observation data to determine the effectiveness of teachers on TIPS.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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

#### The strength of the school-data cited from Quality Review

- Utilization of questions from Webb’s DOK levels 3 & 4
- School leaders provide feedback on pedagogical practices through the use of frequent classroom observations.
- Professional development has been provided in order to improve the use of questioning.
- School leaders follow up on previous feedback in future class visits including a review of student work samples thus ensuring teachers are reflective and growing more effective in their practice.
- The principal arranges the school’s resources in order to support its core values and instructional focus on increasing student proficiency in English language arts and mathematics.

#### The needs of the school

- 25% of teachers require professional development to align tasks to learning outcomes.
- Engaging students in conversations about their tasks

### Part 2 – Annual Goal

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

All teachers will engage in professional development activities designed to improve professional practice resulting in a 30% decrease in levels 1 & 2 on the NYS Science Exam.

### Part 3 – Action Plan

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

Provide professional development to align tasks to learning outcomes.	All teachers	November 2014-June 2015	Teacher Development Coach/Administrators/Teachers
Provide professional development to support teachers to facilitate the engagement of students' conversations.	All teachers	September 2014-June 2015	Teacher Development Coach/Administrators/Teachers
As a result of Tuesday's parent engagement activities, parents are provided ongoing information and resources to assist their child to improve student performance.	All parents	September 2014-June 2015	All Teachers
All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams	Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals	September 2014-June 2015	Administrators

**Part 4 – Resources Needed**

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

Adjustment to the prep schedule to accommodate the teacher development coach.

**Part 5 – Budget and Resource Alignment**

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

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

NA

**Part 6 – Progress Monitoring**

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

March 2015 administrators will analyze observation data to determine the effectiveness of teachers on TIPS.

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

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

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

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

### Part 1 – Needs Assessment

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

#### The strength of the school-data cited from Quality Review

- School utilizes newsletters and monthly calendars to keep parents informed regarding the academic program
- Parents are afforded weekly sessions (workshops/face-to-face meetings)
- Parents as Learning Partners-Monthly
- Cookshop for families
- Monthly PA meetings

#### The needs of the school

- Increase parent involvement by 10%

### Part 2 – Annual Goal

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

Beginning with the 2014 -2015 school year, the school will strive to increase and sustain ongoing excellent partnership programs by 10% to strengthen families by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Provide assemblies/programs that highlight student academic & social achievement.	Parents and students	January 2015-June 2015	Teachers/Administrators

As a result of Tuesday's parent engagement activities, parents are provided ongoing information and resources to assist their child to improve student performance	All parents	September 2014-June 2015	All teachers
<ul style="list-style-type: none"> <li>• Provide parent and child game night.</li> <li>• Conduct health and wellness workshops with the goal of increasing student and family attention to nutrition and exercise.</li> <li>• Utilize parent coordinator &amp; community associate to solicit merchants to partner with school.</li> <li>• Encourage local businesses /partnerships to participate in workshops.</li> <li>• Utilize reminder flyers to support increased attendance.</li> </ul>	Parents, Children	January 2015-June 2015	Teachers, Administrators, Parent Coordinator & Community Associate
All stakeholders are engaged by administrators to work collaboratively through SLT, PA, teacher and CARE/SIT Teams.	Parents, students, teachers, guidance counselor, social worker, psychologist, paraprofessionals	September 2014-June 2015	Administrators

#### **Part 4 – Resources Needed**

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

No additional resources needed

#### **Part 5 – Budget and Resource Alignment**

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

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

NA

#### **Part 6 – Progress Monitoring**

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

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

March 2015 administrators will analyze student register, parent attendance sheets, to determine the effects of new partnerships as it pertains to parent involvement.

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

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



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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Proficiency Ratings that did not meet state standards passing. Performance score on MOSL that failed to meet benchmarks. Poor academic performance and recommendations of teachers based on observed behaviors	Differentiated Instruction. Guided reading, small group and conferences.	Small group instruction utilizing high interest materials which parallel the regular academic instructional program.	During the school day and supplemental after school sessions.
<b>Mathematics</b>	Proficiency Ratings that did not meet state standards for passing Mathematics poor academic performance and recommendations of teachers based on observed behaviors	Differentiated Instruction. Guided math group, small group and conferences.	Small group instruction utilizing high interest materials which parallel the regular academic instructional program.	During the school day and supplemental after school sessions.
<b>Science</b>	Proficiency Ratings that did not meet state standards for passing ELA and Mathematics poor academic performance and recommendations of teachers based on observed behaviors	Differentiated Instruction. Guided reading, small group and conferences.	Small group instruction utilizing high interest materials which parallel the regular academic instructional program.	During the school day and supplemental after school sessions.
<b>Social Studies</b>	Proficiency Ratings that did not meet state standards for passing in ELA. poor academic performance and recommendations of teachers based on	Differentiated Instruction. Guided reading, small group and conferences.	Small group instruction utilizing high interest materials which parallel the regular academic instructional program.	During the school day and supplemental after school sessions.

	observed behaviors			
<b>At-risk services</b> (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	Students with excessive absences, difficulty conforming to group norms, poor academic performance and recommendations of teachers based on patterns of observed behaviors	<p><u>Guidance Counselor</u> – ERRSA program is an eight week duration for 30 minutes in a group or instructional setting sessions. It is used to address students social/emotional needs. The services are peer mediation</p> <p><u>School Psychologist</u> – At risk counseling with students before recommendation and referral involving observations of students who will possibly need at risk counseling. Update testing to see if student’s academics have improved</p> <p><u>Social worker</u> – Child signs a contract with the changes he/she wants to make, and social worker follows up with the teacher and child once a week. Institute a monitored conduct sheet for teacher to sign.</p>	Individualized counseling and group counseling as is needed	During the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Retention and Support</p> <p>In our efforts to retain highly qualified teachers and ensure they have the support and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our network. Mentoring is implemented as per teacher requirements.</p> <p>We believe in an individual professional development plan specifically designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an individual Improvement Plan in accordance with their continual self-assessment mainly to move towards a highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used as a professional course of study.</p> <p>All professional development is researched and evidence based. Research Based Strategies are emphasized throughout our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling and teacher team development.</p> <p>We are committed to ensure that teachers have the resources and support needed to succeed.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor's Professional learning Handbook.</li> <li>• Continually train and support in the Danielson Framework with teachers to familiarize them with criteria for exemplary teaching components</li> <li>• Utilize an effective teacher model rubric (Danielson Framework) to provide feedback to teachers.</li> <li>• Utilize professional development suggestions by PD committee</li> <li>• Provide feedback to teachers in short and frequent cycles for continuous improvement.</li> <li>• Support new teachers in tenure process.</li> <li>• Utilize the Network support systems.</li> </ul>

**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.).

- Parent and child orientations.
- 2 hour sessions in small groups for the first week of school.
- Parent & child in classroom for the first month of school.
- Parents assist child with breakfast
- Welcoming environment to support academic and social development
- Pre-K social worker & family assistant available to parents and conduct workshops

### 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.

A committee has been established to assist with assessment decisions and conduct professional development accordingly.

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

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$272,992	x	11,13,16,18,20
Title I School Improvement 1003(a)	Federal	NA	NA	
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	
Title II, Part A	Federal	\$166,575	x	11,13,16,18,20
Title III, Part A	Federal	\$11,200	x	11,13,16,18,20
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	\$1,456,154	x	11,13,16,18,20

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

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).

4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### 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. **William H. Prescott**, 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. **William H. Prescott** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

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

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

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



**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: +	DBN: 13K093
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: 33
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# 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: The Title III after-school program is designed to increase the language proficiency levels of ELL's by providing supplemental instruction. The instruction provided in this program is aimed at increasing proficiency levels on the NYSESLAT exam, and preparing students in testing grades (3-5) to achieve success on the New York State ELA and Mathematics exams. All instruction is delivered in English. In addition to ELA, the program will also provide academic assistance in the content areas. ELL's in grades 2-5 will participate in the program. Intermediate and advanced level students in grades 3-5 will meet on Wednesdays from 3:00 - 5:00 p.m. Beginners and Newcomers will meet on Thursdays from 3:00 -5:00 p.m. A portion of the funds will be used to conduct a parent ESL program. This program will be held on Tuesdays from 4:00 - 5:00 p.m. The entire program will last for approximately 20 weeks for a total of 5 hours per week. Student instruction will be aligned to Common Core and will focus on enhancing ELA, Math, and content area skills. Beginners will participate in activities that foster and promote oral fluency and basic literacy skills. The focus for students at the intermediate and advanced levels will be preparation for success on all content area exams, as well as in their individual classrooms. Lessons will be infused with academic vocabulary and students will be provided with opportunities to demonstrate and share their learning with their peers. The purpose of the parent ESL program will be to increase their oral, listening, reading, and writing skills. They will also engage in activities that will help them navigate the school community and become more involved in the educational process. All sessions will be taught by a fully certified ESL teacher (1). Materials for the program will consist of Common Core workbooks and test prep materials by Coach, Intensive English by Santillana, NYSESLAT prep materials from Attanasio & Associates, content area materials (math and science) by Northpoint Horizons, manipulatives, visuals, and school-licensed software.

**Part C: Professional Development**

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

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

Begin description here: Professional development is an important factor in improving ELL performance. The ESL teacher attends workshops designed for ELL's that are offered by the Office of English Language Learners and the Network, at no cost to Title III. Teachers of ELL's are encouraged to attend workshops

**Part C: Professional Development**

that will assist them with strategies and resources pertaining to ELL instruction in the general classroom. There is in-house professional development that addresses the theory and practices of English acquisition. Mainstream teachers will focus on identifying scaffolds, language structures and functions for both literacy and math units that will assist them with ELL instruction. Topics to be covered in-house include ELL's and the Common Core, Differentiation, Strategies and Assessment for ELL's. A portion of the Title III funds will be used to provide both off-site and in-house professional development. The ESL teacher will provide the sessions for lead teachers on the grade, who in turn will share the information with their colleagues during grade planning sessions and common preps. Professional development is ongoing throughout the year as the external workshop list is made available.

**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: Research demonstrates that students perform better academically when their parents are involved in their education. Our school provides workshops to newcomer parents to help them get acclimated, informational sessions to assist with the transition to middle school, and group opportunities to inform them about what is expected on the NYSESLAT and other state exams. Parents of ELL's are provided with suggestions and resources that will assist them with helping their children succeed in school. We also work closely with Bedford Stuyvesant Restoration Corporation which provides educational, cultural, financial, and health information and assistance. Parents are advised of and encouraged to attend events hosted by this community organization. Notification takes place through individual flyers and postings. Translation materials are made available when possible. The in-house sessions are conducted by the Parent Coordinator, the Guidance Counselor, and the ESL teacher. In addition, the school sponsors hands-on craft related parent workshops that are usually well-attended by the ELL parents.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

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

## Part I: School ELL Profile

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

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>093</b>
School Name <b>William H. Prescott</b>		

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

Principal <b>tSandra Philip</b>	Assistant Principal <b>Janeice Bailey</b>
Coach <b>tKim Spencer</b>	Coach <b>Felicia Coombs</b>
ESL Teacher <b>Gayle Liddell</b>	Guidance Counselor <b>E. Eze-Umebuani</b>
Teacher/Subject Area <b>Tanisha Dorvil/ Grade 2</b>	Parent <b>Linda Cummings</b>
Teacher/Subject Area <b>Erica Parker-Marshall/Grade 5</b>	Parent Coordinator <b>Bettye Bogan</b>
Related Service Provider <b>Nilda Nuesi - Speech Teacher</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>300</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>8.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	24	0	1	3	3	0	0	0	0		27

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>24</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2												2
Chinese														0
Russian														0
Bengali		2	1			3								6
Urdu														0
Arabic	2	4	2	1	3	1								13
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1		1								3
<b>TOTAL</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>24</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	2	1	2									6
Intermediate(I)	3	0	0	0	0									3
Advanced (A)	2	2	0	2	3									9
Total	6	2	2	3	5	0	0	0	0	0	0	0	0	18

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	2	0	0	0	1	0	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				
Foreign Language				
Government				
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.  
The early literacy skills of ELL's are assessed using DRA. These assessments provide information as to what they are capable of at the time of assessment, helps pinpoint what areas they need help with, and assists in determining which skills they may lack entirely. This information is vital for effective planning, grouping, and providing differentiation.. Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Patterns on the LAB-R and NYSESLAT have generally been positive. Most ELL's move up at least one designation each time they are assessed with NYSESLAT. Traditionally, they score higher on the speaking/listening than they do on the reading/writing. However, these trends are in line with research regarding timelines for acquisition of oral and written skills pertaining to ELL's. Due to text complexity, it has generally been harder for ELL's in grades 3-5 to obtain a designation of proficient when compared to ELL's in grades K-2. However, we have had a number of upper grade ELL's who exited the program in grade 5. Paste response to question here:
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](#))  
Traditionally, ELL's score higher on the listening/speaking portion of the NYSESLAT than they do on the reading/writing sections. We are working towards a schoolwide goal of improving writing skills and thereby reducing the number of levels 1 and 2 on the NYS ELA exam. The ELL's are very much a part of this effort and hopefully it will improve their writing score on the NYSESLAT as well. The AMAO tool is used to determine if the ELL's are making progress towards proficiency in English and how much. This tool can identify risk factors so that targeted students can receive additional instruction and/or intervention before they reach a more critical phase. Paste response to question here:
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- When analyzing the results of NYSESLAT it appears that the majority of students are progressing towards proficiency at a reasonable rate. With each administration of this exam, students demonstrate growth by moving up at least to the next designation. Those who stay within a particular designation demonstrate growth on the number of correct responses. Although more students may exit the program in the earlier grades, I have not noticed any particular pattern at my school. We have had success in both lower and upper grades. Our ELL's take all of their exams in English. Classroom teachers are advised to access the results of the Periodic Assessments to note the strong and weak areas of their ELL students. They are encouraged to bring these results to inquiry and grade planning meetings as input for planning. The Periodic Assessment is also used as a planning tool as we prepare students for the NYSESLAT. Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
The data is used to help identify ELL's who are struggling. This calls for an intervention plan to be put into place before actual failure occurs. The students are assessed and monitored at intervals. When progress becomes evident, some of the supports are removed. Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers who instruct ELL's in their classrooms design lessons and activities that will help this population become engaged at their current level of proficiency. Everyone in the school is aware that the ELL population is an important sub-group and that their instruction must be aligned to the Common Core Learning Standards. Issues, strategies, and suggestions are discussed at grade planning sessions. In addition, teachers seek additional resources from the internet or other source materials and workshops in their quest to differentiate instruction to meet the needs of the ELL's. The ESL instructor is also available for advice regarding materials and ESL strategies. response to question here:
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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success for the ELL program is ultimately to receive a designation of proficient and thus exit the program. Even at this juncture, the student will receive support from the ESL instructor, although they are no longer classified as official ELL's. Another measure of success is when a student moves up one or two designations on the NYSESLAT. If a student remains stagnant, the areas of deficiency are identified and extra support is provided to move the student forward. Paste response to question here:

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When parents of students who are ELL's present themselves for enrollment, a trained staff member (Pupil Accounting Secretary) and our fully certified TESOL licensed ESL instructor, meets with the person or persons who are enrolling the student/students, to assess and make an initial determination of the child's home language. This is done through an oral interview with the ESL teacher who is multilingual. Depending on the language involved, other staff members may be called in to assist with translation only. If more intense translation is needed, we seek the services of the translation unit via telephone. If the ESL teacher is unavailable, the Guidance Counselor, who is bilingual, handles the initial assessment, as she has received the proper training to do so. After conducting the oral interview, the Home Language Identification Survey (HLIS), which is available in a multitude of languages, is distributed to the adults to fill out. Once the HLIS forms are completed, a determination based on set criteria is made as to whether or not the child is eligible to be tested with the Language Assessment Battery-Revised (LAB-R). This test is administered within ten days of initial student enrollment. These exams are then hand scored by the ESL teacher to determine the level of English proficiency. Those students who score at or below the established cut scores are entitled to receive Bilingual/ESL services. If a student whose first language is Spanish scores at or below the cut score on the LAB-R, that student is then tested with the Spanish Lab. The hand scores are recorded and the official exams are submitted to the regional office for official computerized scoring. These results are made available shortly after submission. Once a determination about program entitlement has been made, notification is sent to the parents. Every effort is made to provide this information in their native languages. Subsequently, a Parent Orientation is scheduled at which parents of newly entitled ELL's are shown a DVD which describes the types of programs that are available for ELL's citywide. The information on the DVD is also available in a variety of languages. If a particular language is not available, the parent will view the English version and the ESL teacher will explain the content to the best of her ability. After viewing the DVD, the ESL teacher provides an overall summary of how the ELL program is conducted at our school, followed by a question and answer period. Then the Parent Survey and Program Selection forms are distributed in their native languages (if available), and parents are encouraged to complete them at this session. Paste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
When parents view the orientation video, it ensures that they have a full understanding of their program choices because the information is presented in their native language. The notices inviting them to the orientation are translated into their native languages and advises them that most of the materials at the session will be available in their native languages as well. The parent orientation is scheduled soon after the initial LAB-R testing so that the parent choices can be entered within twenty days of student enrollment. If a parent fails to attend the initial orientation, the ESL teacher schedules individual sessions to cover the same material. Paste response to question here:
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 [\[see tool kit\]](#).)  
Once a newly admitted ELL has been identified and tested, the appropriate entitlement letters are completed and distributed. Every effort is made to issue a letter in the first language of the parent. Copies of these letters are kept on file. At our school, we encourage the parents to complete the Parent Survey and Program Selection forms at the conclusion of the orientation meeting. Copies of the completed forms are kept on file and the originals are placed with the student records. If a parent does not complete or return a form after repeated outreach, the choice will be entered as default for Transitional Bilingual Education in accordance with CR Part 154. Paste response to question here:
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Students who are identified as ELL's are placed in the free-standing ESL program. Based on their designation (beginning, intermediate, advanced) students are scheduled to participate in groups that do not span more than two grades. Those who fall into the beginner and intermediate category are scheduled to receive 360 minutes of ESL instruction weekly. Those students who are identified as advanced are scheduled to receive 180 minutes of ESL instruction per week. When parents attend either the orientation or one to one meeting they are told of their child's designation based on their LAB-R score and advised of the minutes of

ESL instruction their child will receive on a weekly basis. Paste response to question here:

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.

When administering the speaking portion of the NYSESLAT, the ESL teacher pairs herself with a licensed pedagogue. The ESL instructor asks the questions and the licensed pedagogue scores the responses. The other portions of the NYSESLAT, (listening, reading, and writing) are also administered with the help of 1 or 2 licensed teachers. When selecting help we try to utilize teachers who the ELL's are familiar with to lessen the anxiety factor. Paste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Historically about 95% of the parents who attend our orientations opt for the Freestanding ESL Program. If a parent selects a program not currently offered at our school, steps are taken to locate a school that currently offers that choice and a telephone call is made to determine if there is seat availability. Once this information is obtained it is relayed to the parent so that they can make an informed decision as to remain or transfer. Based on the numbers of parents who select the Freestanding ESL Program, our model is aligned to parent requests. The percentage of parents who opt for Dual Language Programs is 4% and the percentage who opt for Transitional Bilingual Education is 1%. Parents who select Transitional Bilingual Education are informed that if the number of students who share the same first language reaches the required amount between two contiguous grades (15), then a bilingual class will be opened at the school as required by law. Paste response to question here:

## 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])?
 

Currently our school employs the pull-out model program for the ELL's. Students are grouped heterogeneously and receive instruction in English according to the mandates for each student's level of language proficiency. The designated group travels to the ESL classroom together. The span for each group is two grades. Paste response to questions here:
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)?
 

At the beginning of each school year the NYSESLAT results are analyzed. Based on the designations the students received, the ESL schedule is devised, providing the mandated number of minutes. Beginners and intermediate students receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction weekly. Paste response to questions here:
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.
 

Content area instruction is taught in English using ESL methodologies. All programs are aligned to the Common Core Learning Standards. A balanced approach to literacy is utilized along with materials that are both age and grade appropriate to help provide support for the ELL's as they strive to meet the Common Core Learning Standards. Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Presently, we do not evaluate ELL's in their native languages. They receive and are encouraged to use bilingual glossaries to assist them with content area studies and on exams. A native language library is at their disposal as well. Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The four modalities are a part of each lesson plan. Oral projects are assigned and scored according to a speaking rubric. The students present to the class and each member assigns a score using the rubric. The scores are averaged out to obtain a final score. Progress in reading is monitored and assessed during guided reading groups, report presentations, and during group sessions when reading is required. Currently, the emphasis is on improving the writing skills of the entire school. In line with this goal, ELL's are engaging in more quickwrites to help assess their needs and strengths. Also a writing task is assigned at the completion of each unit topic. Paste response to question here:
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).

Our instructional plan for SIFE includes additional ESL instructional periods, participation in the Title 3 after-school program and Tier 2 intervention during the school day. Both SIFE and Newcomers receive extra ESL sessions to assist them with filling in the gaps. All ELL's in testing grades (including SIFE and Newcomers), receive test preparation and extra academic assistance from school personnel during the day as well as after-school. ELL's who have been in the program 4-6 years or longer, receive extra support in those areas where they have been deemed deficient. Current and former ELL's participate in the Title 3 after-school program which provides them with an added source of instruction. In addition, the ELL's are invited to participate in any after-school, intervention or enrichment program that the school offers. ELL's who receive a designation of proficient on the NYSESLAT continue to receive support from the ESL instructor for a couple of periods weekly. In addition, they are also encouraged to participate in the Title 3 after-school program. As per the mandate, students who receive proficient on NYSESLAT are provided with a separate location and receive extended time on all state exams for the next two consecutive years.
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?
 

Some of the strategies that are used to provide access to academic content are scaffolding, modeling, schema building and contextualization. Great emphasis is placed on identifying and defining academic vocabulary before beginning a new unit topic. Visuals are important for vital connections and are provided on a regular basis. Paste response to question here:
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students who fall into this category are discussed and monitored during the AIS/CARE team sessions. The ESL instructor is a member of this team. ELL's with disabilities are enrolled in our self-contained Special Education classes. The special education teacher and the ESL teacher meet to discuss the IEP goals and note progress of or lack of goal attainment. If the need arises, they will work together to devise a plan to assist the students. Paste response to question here:

### Courses Taught in Languages Other than English

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

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

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

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

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

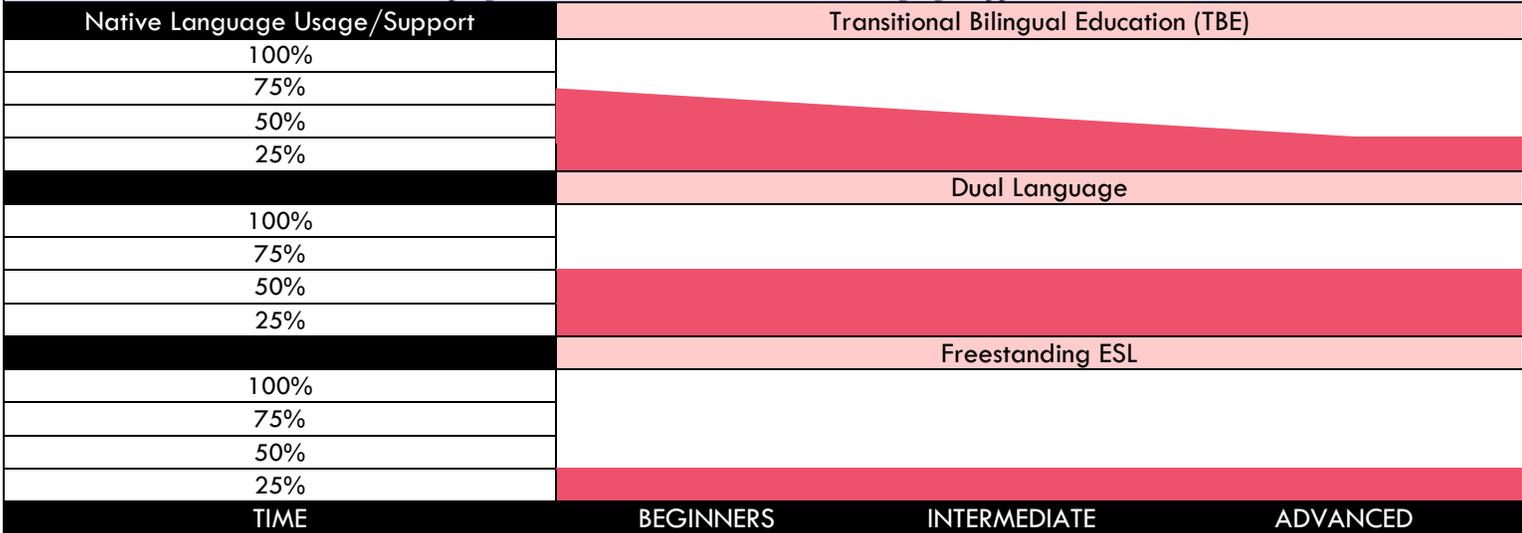
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**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.  
All intervention services provided at our school are taught in English. The math coach provides additional instruction to struggling ELL's. The ELL population is also served by the AIS program, Title 3 after-school, and the after-school program geared for the general education students. They are also included in any test preparation sessions that are offered. Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The current program meets the needs of the ELL's because the materials are carefully selected and they are aligned to the Common Core Learning Standards. Materials designed by Triumph learning were purchased and are utilized in the ESL program. The Common Core Clinics for both ELA and math have been found to be very effective for all the grades that we serve. Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?  
At this point in time, I have not been made aware of any new programs that are being considered for the upcoming school year. Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?  
I have not been advised or made aware of any programs or services that may be discontinued for the ELL population. for the Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL's have access to any enrichment, intervention, or supplemental program that is offered by the school. Letters of participation for school events such as Math & Sports night, or Movie Night for good attendance, are distributed to ELL students and their parents. Attendance at these events by the ELL population is notable. Parents accompany them and these events help build and strengthen school community. Paste response to question here:
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 Content Academic Vocabulary System (CAVS) is used to help increase understanding in both math and science. This program provides dictionaries with illustrations and the math component has a variety of manipulatives. The classrooms have a wealth of informational texts that support language learning. Beginning students use the Oxford Picture Dictionary for the Content Areas as they struggle with English but still need content area instruction. There are smartboards in many of our classrooms and the students have computer and laptop access in a variety of locations throughout the building. Support in the native language is provided through the availability of a native language library and the content area glossaries. Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support in our ESL program is provided through the availability of a native language library and the content area glossaries that are downloaded in various languages. In addition, we pair up students who speak the same language as a way to support native language. The more proficient speaker of English can translate and assist the newcomer with basic tasks. Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
In order to meet success with the Common Core Learning Standards, it is imperative that instructional materials for the ELL population are both age and grade level appropriate. Materials in the general education classes usually contain an ELL component that helps tailor the lessons, activities, and tasks to meet the needs of this sub-group. Paste response to question here:
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.  
Once school begins, the Parent Coordinator conducts a workshop for all parents of newly enrolled students where she provides all newcomers with information on procedures, resources, and general information. She encourages parents to actively seek her assistance if they have problems or just questions. A variety of parent workshops are held throughout the school year and ELL parents are encouraged to attend. The topics that pertain to testing provide the parents with information on how they can help their child or children at home. Paste response to question here:
18. What language electives are offered to ELLs?  
Currently, English is the only language of instruction offered at this time. Paste response to question here:
19. For schools with dual language programs:  
a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

Paste response to questions here:

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

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

All teachers of ELL's are advised of professional development sessions that pertain to developing and enhancing instruction for ELL's. They are encouraged to attend and share the newly obtained information with their colleagues. The ESL instructor is available to support staff members with ESL methodologies, strategies, and materials. The ELL component is addressed and discussed during on-site professional development sessions, especially those that pertain to Common Core alignment. The ESL instructor attends professional development sessions offered by the Network and any other medium that provides information on Common Core Alignment for ELL's. This information is shared with teachers of ELL's. Also, teachers of ELL's are made aware of Common Core workshops that highlight the ELL population and are encouraged to attend and then turnkey. The ESL instructor is actively involved with the ELL population as they transition from elementary to middle school. She works closely with the guidance counselor to make sure that the ELL parents are advised of the dates and locations for middle school fairs and open houses. She encourages them to attend to obtain firsthand knowledge of the middle schools listed in the directory. The guidance counselor and the ESL teacher collaborate on the parent workshop detailing the middle school process. The ESL instructor also provides assistance to any parent seeking help with completing the middle school application. Training for Jose P. is ongoing. Staff members who have not yet met this mandate attend sessions held by the ESL teacher, who provides information and materials on instructional methods, strategies, and resources to familiarize and assist them with planning, differentiation, and alignment for ELL's. Records are kept by the ESL teacher regarding the number of hours met and upon completion of the mandate, certificates are issued.

## 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?

Parents of ELL's in our school are active in the PTA and they regularly participate in all schoolwide activities. Many of them volunteer in the classroom and they often accompany their children on class trips. The Parent Coordinator holds a yearly multicultural potluck supper which is usually well-attended. This provides ELL parents an opportunity to interact with other cultures as they share food and customs. Our school also offers a parent ESL program which is made available through Title 3 funding. This program teaches them basic oral and literacy skills to help them better communicate with members of the school community. Our school partners with the Bedford Stuyvesant Restoration Corporation. This community organization provides numerous workshops on health issues, finances, employment assistance, and technological instruction. Parents of ELL's are advised of these offerings and are encouraged to attend. The Parent Coordinator conducts a welcome workshop at the beginning of the school year. She evaluates the needs of the ELL parents through surveys and informal conversations. The ESL instructor also uses the ESL parent program as a forum to ascertain any problems or needs the parents may have. The information obtained is passed on accordingly. The needs of ELL parents are routinely discussed during both PTA and SLT meetings. ELL parental involvement in the PTA and other workshops offered by the school allow them to gain better understanding of schoolwide procedures and events. Attendance at various workshops conducted by the school advises them how they can better assist their children with assignments and assessments. The cultural workshops that are offered gives them an opportunity to interact with parents of other cultures as they engage in learning a new skill. Also, participation in the parent ESL program assists them with enhancing their English language skills and hopefully provides them with increased confidence as they seek to become and remain actively involved in the school community.

## 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>William H. Prescott</u>		School DBN: <u>13K093</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Philip	Principal		12/16/13
Janeice Bailey	Assistant Principal		12/16/13
Bettye Bogan	Parent Coordinator		12/16/13
Gayle Liddell	ESL Teacher		12/16/13
Linda Cummings	Parent		12/16/13
Tanisha Dorvil/Grade 2	Teacher/Subject Area		12/16/13
Nilda Nuesi/Speech	Teacher/Subject Area		12/16/13
Kim Spencer/Math	Coach		12/16/13
Felicia Coombs/ELA	Coach		12/16/13
E. Eze-Umebuani	Guidance Counselor		12/16/13
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 13K093 School Name: William H. Prescott

Cluster: 6 Network: 612

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

### **Part A: Needs Assessment Findings**

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

The needs of our second language parents are determined from the information contained on the Pre-K Home Language Surveys, the Home Language Identification Surveys, and the information parents provide on the blue emergency information cards. The ELL population currently represents about 7% of our total register. A majority of the ELL parents have expressed a written request to receive communication from the school in English. Information can and is made available in the native language when parents indicate this as their preference.

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

The native languages of our ELL population are Arabic, Bengali, Spanish, French, and African dialects. Many of our ELL parents have been in the community awhile and welcome the opportunity to communicate in English. Therefore, even when advised that translated materials are available, many opt for the English version. Newcomers welcome the use of translated materials that are made available to them. Oral translations are used for parent interviews when no one on staff can translate. Also, they are used for special sessions like IEP meetings and conferences, when it is imperative that parents understand their rights and obligations. The Parent Coordinator, members of the SBST Team, and the ESL teacher communicates to the ELL parent population that the translation option is available to meet their language needs.

## Part B: Strategies and Activities

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

The DOE website provides access to a large variety of translated materials. Many of these are downloaded and adapted to fit the needs of the school. Communications that are not readily available in a particular language are prepared in English and then translated into the desired language via an internet website. The Pupil Accounting Secretary is responsible for this effort as requests are made.

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

The majority of the oral interpretation conducted in our school is handled by school staff, parent volunteers, and English proficient friends or relatives who accompany newcomer parents to school. Outside contractors are only used for IEP meetings and special conferences to ensure that the parents or representatives of the ELL's understand all that is being communicated.

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

The school provides and will continue to provide translated materials in a timely fashion. Important meetings and conferences will employ the services of an interpreter. The Parent Coordinator distributes The Bill of Parent Rights and Responsibilities to eligible parties. The school community at large is advised that translation materials are readily available and they are encouraged to take advantage of this benefit.

