



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

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	17k161
School Name:	P.S. 161 THE CROWN SCHOOL
Principal:	MICHAEL JOHNSON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 161 The Crown School School Number (DBN): 17 K 161
School Level: Elementary Grades Served: Pre K -5
School Address: 330 Crown Street Brooklyn, NY 11225
Phone Number: (718) 756-3100 Fax: _____
Email Address: _____
School Contact Person: Michael Johnson Mjohnso10@schools.nyc.gov
Principal: Michael Johnson
UFT Chapter Leader: Marjory Cyprien
Parents' Association President: Fred Baptiste
School Leadership Team Chairperson: Tracy Lee
Student Representative(s): _____

District Information

District: 17 Superintendent: Clarence G. Ellis
Superintendent's Office Address: 1224 Park Place Brooklyn, NY 11213
Superintendent's Email Address: cellis3@schools.nyc.gov
Phone Number: (718) 221-4372 Fax: (718) 221-4326

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Mr. Christopher Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Johnson	*Principal or Designee	
Marjory Cyprien	*UFT Chapter Leader or Designee	
Fred Baptiste	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tracy Lee	Member/ UFT	
Franklin Darby	Member/ UFT	
Myrtle Primus-King	Member/ UFT	
Lorraine Boston	Member/ UFT	
Veronique Bailey	Member/ Parent	
Alicia Anthony	Member/ Parent	
Michelle Williams	Member/ Parent	
Cari White	Member/ Parent	
Sonia Clarke	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your

experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Mission Statement: P.S. 161, The Crown School is committed to involving all students, parents, staff and community resources in an effort to develop healthy, emotionally, socially and academically high performing students as we prepare them for college and career readiness.

P.S 161 is a Pre-K-5 school serves a population of approximately 433 students – 77% are Black and 7% are Hispanic. The majority of the students come from low-income families as 86% of our students receive free or reduced-priced lunch. Three percent (3%) of our students are English Language Learners and 16% of the student body has Individualized Educational Plans. This year our school has a new Pre-Kindergarten class.

Technology is a key component in the academic program at P.S. 161. We have a computer lab with 32 new computers. There are two 3D printers in the lab. Students work on programming and game-coding. Every classroom is equipped with a Smartboard, as well as 2-3 new computers that students work on throughout the day. There are two laptop carts and two iPad carts that the teachers can use in their classrooms. Each teacher also has their own individual iPad.

We strive to create a safe, nurturing environment for all of our students. Through our PBIS program, Spirit Day assemblies, School Implementation Team meetings, Respect For All Week activities, Morning Affirmations we are establishing a culture that communicates high expectations for all, builds trust and positive attitudes that supports the academic and personal growth of students.

As stated in our mission, we strongly believe in developing students socially and we do this through the arts. We strive to immerse all of our students in one of the disciplines of the arts during the school day or in extracurricular activities after school. This year we started Enrichment Fridays, a project-based learning program during the school day, where students had a choice on which activity they wanted to join, such as: Robotics, Chess, Legos, Spanish, Sign Language, Dance, Yoga, Quilting, and Stepping. Some of our after school activities include basketball, track, violin, steel pan, drama, band, and dance.

In consideration of our students' social-emotional development, we held an assembly conducted by **NED - N** (Never give up) **E** (Encourage others) **D** (Do your best). Earlier in the school year, the NED program returned to PS 161. A 45 minute character education assembly was presented promoting positive attitudes and encouraging students and staff to do their best every day. Follow-up lesson plans and resources were provided to teachers to build on the excitement created by the initial assembly program making a long-lasting impact on our students. NED is a show that visits 2.5 million students each year throughout the U.S., Canada, U.K., and New Zealand.

Our key area of focus this year is to use the data we collect to meaningfully adjust the curriculum and drive instruction resulting in multiple entry points for every student. According to the 2014-2015 PFQR, we collect a lot of data, however, minimal evidence exists to demonstrate how adjustments are made based on the data. Professional learning throughout the year will focus on looking at and analyzing student work, making curriculum adjustments, and providing all students with meaningful and cognitively engaging tasks.

17K161 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	433	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.8%	% Attendance Rate		92.3%
% Free Lunch	86.6%	% Reduced Lunch		7.5%
% Limited English Proficient	3.5%	% Students with Disabilities		16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.9%	% Black or African American		77.3%
% Hispanic or Latino	11.5%	% Asian or Native Hawaiian/Pacific Islander		7.4%
% White	1.7%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.2%	Mathematics Performance at levels 3 & 4		25.0%
Science Performance at levels 3 & 4 (4th Grade)	84.2%	Science Performance at levels 3 & 4 (8th Grade)		36.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- ❖ According to the 2013-14 PFQR, “there is an uneven demonstration of higher-order thinking skills in student work products across classrooms.” In order to support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS, we have purchased ReadyGen to support English Language Arts and GoMath to support Mathematics. Our teachers have attended citywide professional development on implementation of the programs as well as providing intervisitations to schools within the district and intravisitations between classrooms in order to support instruction for all students. We are in our second year of implementation with these programs and will continue to need support until mastery of the program components are achieved.
- ❖ According to the 2013-14 PFQR, “minimal evidence exists to demonstrate how data-based adjustments are made to ensure that all learners are cognitively engaged.” Our teachers have been engaging in data analysis using the pre and post unit assessments as well as using protocols for looking at student work. In grade teams, they then use this data in order to make adjustments to unit and lesson plans. Ensuring that this was in place was a first step for what is now our instructional focus, providing targeted data-based instruction through small groups, namely guided reading. Generation Ready and the Network Instructional Coach are supports which we have put in place to ensure success for all teachers and students. This will be ongoing work

throughout the year.

- ❖ According to the 2013-14 PFQR, “all learners are not provided with cognitively engaging tasks which allow for higher order thinking.” In order to address this need we have designed professional learning activities which are focused on ‘backwards mapping’ which identifies the tasks and assessments which will guide teaching objectives and measures for achievement of objectives. In addition our cycle of observations and meaningful feedback are allowing us the opportunity to give explicit feedback to specific teachers that may be struggling with providing cognitively engaging tasks for all learners. This work is still in its beginning stages and is not yet consistent across all classrooms.

Part 2 – Annual Goal

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

By June 2015, 100% of assessments administered and curriculum implemented in the classrooms will be aligned to the rigorous student learning expectations outlined in the CCLS as evidenced by a 5% increase in the ELA state assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> ❖ Teachers will implement the Common – Core aligned curriculum; ReadyGen in Grades K-5, focusing on text-based answers where students will have rich and rigorous conversations from complex texts using text-dependent questions. ❖ Pre K teacher will follow the common core aligned units from EngageNY. ❖ Students will read independently during a specified block during the school day to increase fluency. ❖ Teachers will use formative assessments to form guided reading groups daily. ❖ Hold weekly teacher team meetings to share, analyze and review data including student work to create coherent progressions within the standards from grade to grade so student knowledge and skills build on previous learning foundations. 	<p>All Students</p>	<p>9/2014 6/ 2015</p>	<p>Grade leaders, Teachers and Administrators, Data Specialists</p>

<ul style="list-style-type: none"> ❖ Provide professional development in data analysis and the alignment of the unit goals and data driven decision making in order to provide clear, well structured instruction that encourages students to build and apply knowledge. ❖ Provide structured remedial intervention for at risk students in the classroom. Students will develop confidence to build on each others ideas during small group discussions. ❖ Purchase afterschool intervention materials (NY Ready, Rally, Finish Line and Understanding Complex Reading Texts.) Skills and strategies will focus on helping students understand concepts to build strong foundations for learning. ❖ Hire F-Status teachers to offer additional AIS support. ❖ In Technology class, students are using 3D printers to learn programming and game coding. This will lead to an increase in their ability to reason and think abstractly. 			
<ul style="list-style-type: none"> ❖ Based on data, students will be identified for academic intervention services. Instruction will be targeted to meet the students' needs. ❖ Utilize Imagine Learning for struggling readers in the classroom in order to help students build strong foundations for learning. 	Grades 3-5	9/2014-6/2015	Grade leaders, Teachers AIS Service providers, administrators, Data Specialists
<ul style="list-style-type: none"> ❖ Ensure teachers regularly conference with students and parents so that strengths, weaknesses and next steps can be addressed. ❖ Have workshops for parents to enable them to help their child at home. 	All Students	9/2014 6/2015	Classroom Teachers
<ul style="list-style-type: none"> ❖ Teachers will create an environment of respect and rapport in their classrooms so that students are comfortable taking academic risks. ❖ Lessons are designed for multiple entry points where students feel confident to contribute to small group discussions. ❖ Design classrooms that are interactive. One that encourages students to build and apply knowledge in a safe supportive environment. Students provide constructive feedback to their peers and others. 	Pre K-5	9/2014 6/2015 9/2014 6/2015	Classroom teachers, AIS Teachers and F Status teacher

Part 4 – Resources Needed

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

- ❖ Administrators
- ❖ Classroom Teachers
- ❖ Data Specialist
- ❖ All Teachers
- ❖ F-Status Teachers
- ❖ Network Support Personnel

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- ❖ We will use the mid year administration of Fountas and Pinnell as our mid point assessment. 95% of students will have moved at minimum one Fountas and Pinnell reading level.
- ❖ Computer adaptive assessments are conducted for benchmarking in mathematics. At midpoint there will be a 2%increase in the mean scale score for each grade.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
 - ❖ According to the 2013-14 PFQR, “students are assigned to an adult that monitors their academic and social and emotional well-being.. Students interact with this person through the year and receive support as needed. As a result, the teachers have reported ongoing development of improved personal behaviors.”

Part 2 – Annual Goal

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

By June 2015, all classroom teachers will use assessments to increase their knowledge of students to provide multiple entry points which will result in access to the curriculum for all learners. This will be measured by a 5% increase of students at proficiency on the 2015 state math assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> ❖ Students will complete interest surveys. This will be used to increase the teachers’ knowledge of students. ❖ Students are grouped based on their needs and learning styles. Instruction is customized so that students are actively engaged in intellectual activities. This creates a safe environment for students and teachers. ❖ Implementation of PBIS 	<p>Grades 3-5</p>	<p>9/2014 – 6/2015</p>	<p>Administrators Classroom Teachers</p>
<ul style="list-style-type: none"> ❖ School wide activities and programs are implemented to build respect and trust: <ul style="list-style-type: none"> ➤ Spirit Day -Students feel comfortable to nominate other students and staff members for Spirit day awards. This instills self confidence in our students. ➤ Attendance awards Recognition of Classes -Students with the highest attendance rate for the month will receive recognition. The classes with the highest attendance rate will receive a pizza party for their achievement. ➤ Special Award Assemblies- Students are recognized Principals Honor Roll, Assistant Principal Honor Roll and Student of the Month ➤ Morning Affirmation and Daily Character Pledge Student will also prepare for the day by doing relaxation exercises. ➤ Implementation of Project Based Learning activities “Enrichment Fridays”. Clubs are designed based on teachers’ strengths and students interests. Students will select clubs of their choice from a menu African Dance, stepping, robotics, junior robotics, yoga, quilting, crocheting, chorus, sign language, drama and Spanish Club. ➤ Team Sports and other competitive and noncompetitive activities (basketball team, track, violin, steel pan, drama, band, dance, spelling bee, math-a-thon, essay contests and science fair). 	<p>Grades 3-5</p>	<p>9/2014-6/2015</p>	<p>Teachers, Consultants, Arts Coordinators</p>

<ul style="list-style-type: none"> ❖ Other extracurricular activities that foster a sense of ownership which will lead to greater student outcomes in mathematics. <ul style="list-style-type: none"> ➤ Art of Stepping ➤ Noel Pointer’s Violin Program ➤ Computer Programing and Game Coding ➤ Chess Club ➤ Cookshop Program ❖ Technology is used to customize inclusive and motivating instruction to enhance critical thinking skills and strengthen students reasoning and abstract thinking. <ul style="list-style-type: none"> ➤ Math Reflex Computer Program (fluency drills and to help master basic facts) ➤ 3 Dimensional Printing (Designing Prototypes and models) ❖ The Principal greets students and their parents before, during and after school. Students feel safe both in and around the school building because of the presence of the Principal. Every morning he diligently braves the weather elements to personally greet and encourage students as they enter and leave the school building. 			
<ul style="list-style-type: none"> ❖ Teachers will work closely with students in small groups to provide support for students with diverse learning styles. Intervention and lessons will be tailored to include strategies designed to help ELL’s, Special needs and students performing in lowest 1/3 percentile. 	All Students	1/ 2015 – 5/2015	Administrators Classroom Teachers AIS and other Service Providers
<ul style="list-style-type: none"> ❖ Parents are invited to visit classrooms to observe instructional programs and to assist with clubs. ❖ Educational workshops will be offered to parents on how to help their children master various mathematical concepts. 	All Students	9/2014 – 6/2015	Administrators Classroom Teachers Data Specialists Testing Coordinator
<ul style="list-style-type: none"> ❖ Students participate in Project Based Learning activities on Enrichment Fridays to instill academic self-confidence in all students. ❖ All classes have class presidents to discuss concerns as a group and then have a conversation with the principal. 	Pre K-5	9/2014 – 6/2015	Administrators classroom Teachers Parent Coordinator

Part 4 – Resources Needed

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

- ❖ Administrators, Classroom Teachers, Data Specialist, AIS Service Providers
- ❖ Scheduled PD time Mondays, Teacher Teams Common prep schedule (1 x per week)
- ❖ Looking at students' work protocol
- ❖ Interest surveys for students, parents and teachers

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

❖ By January 2015, there will be a 2% decrease in the amount of infractions compared to the same time frame last year.

❖ By January 2015, there will be a 1% increase in the attendance rate as compared to the same time last year.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- ❖ According to the 2013-14 PFQR, "Strategies are not explicitly mentioned to ensure that Special education students and English language learners are able to access the curriculum." We have structured professional development opportunities so that teachers of Special Education and English Language Learners have the opportunity to plan together and learn together. Protocols for looking at student work include opportunities for addressing the needs of our subgroups so that data based adjustments to curriculum include multiple entry points. There is a need for ongoing professional learning in this area.
- ❖ According to the 2013-14 PFQR, "current assessment practices do not routinely lead to focused decisions about implementation or specific instructional strategies." Teachers are refining their use of data to plan instruction on an ongoing basis as they administer pre and post assessments for each unit in ELA and Mathematics.

Part 2 – Annual Goal

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

By June 2015, 100% of eligible teachers will be observed, receive actionable feedback, and participate in professional learning on using assessments in instruction. Teacher effectiveness in this area will be evidenced by an increase of teachers rated effective or highly effective on competency 3B.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> ❖ Teachers work in Teacher Team to create Unit Plans and curriculum maps aligned with the CCLS to develop rigorous lessons and plans that lead to well-developed student work products. ❖ PD Team members facilitate workshops. Team will review workshop feedback forms to gauge the effectiveness of the workshops. ❖ Create a professional learning plan for the school based on the needs as determined by observations and teacher feedback. ❖ Teachers participate in Professional learning team meetings where they would discuss best practices, the facilitation of classroom discussions, and looking at students' work. ❖ Teachers meet regularly in their teacher teams to analyze and interpret the results from formative and summative assessments. They discuss how to improve their instructional techniques and student outcomes. ❖ Special Education and English Language Learners meet in professional learning communities in order to explore and implement strategies and Universal Design for Learning in which they plan multiple entry points for all learners. 	<p>All Students</p>	<p>9/2014 6/2015</p>	<p>All Classroom teachers, staff developers, coaches</p>
<ul style="list-style-type: none"> ❖ ELL committee, along with the TESOL provider will collaborate and work together on strategies to support Ells and students with disabilities. ❖ Special Education and English Language Learners meet in professional learning communities in order to explore and implement strategies and Universal Design for Learning in 	<p>All Students</p>	<p>Quarterly 9/ 2014 6/2015</p>	<p>TESOL, SETSS, IEP Teacher, Administrators, Teachers</p>

which they plan multiple entry points for all learners.			
<ul style="list-style-type: none"> ❖ Parents are invited to special assemblies, cultural performances and enrichment showcases where students display their projects. ❖ To increase parental involvement, parents volunteer and share their expertise during (enrichment Fridays) Project Based Clubs. They assist in the classroom and work with students on various projects. 	All Students	10/2014 6/2015	All teachers, Administrators
<ul style="list-style-type: none"> ❖ Implementation of PBIS to help teachers maintain discipline in the entire school not just their classrooms. ❖ After-school Arts programs including: Steel pan, band, basketball, track, Boys Scouts. ❖ Alignment with school’s belief about how children learn best and the school mission to develop students socially as well as academically. ❖ Incorporated “Enrichment Fridays” which is Project Based Learning activities which includes, African Dance, stepping, robotics, junior robotics, yoga, quilting and crocheting, chorus, drama and Spanish Club. ❖ Teachers recognize individual needs and experiences of students, and work together to better understand and support those diverse needs. 	All Students	9/2014 6/2015	Parent Coordinator, Administrators, Teachers Cultural Arts Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ❖ Administrators ❖ Classroom Teachers, ❖ Parent Coordinator ❖ All Service Providers (AIS Service Providers, SETSS Teacher, TESOL Teacher, IEP Teacher)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

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

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

1. By January 2015, 50% of teachers will be effective or highly effective on competency 3b.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
 - ❖ According to the 2013-14 PFQR, we received a rating of proficient for “Makes strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products”, however we were cited for evidence based systems to examine and improve individual and school-wide practices in the the critical areas that make progress toward mission-critical goals

Part 2 – Annual Goal

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

In order to increase teacher leadership capacity, we will create a Professional Development Team, made up of administrators, coaches, and teachers. By June 2015 each member of the team will facilitate at least 2 workshops during professional development time and will participate in monthly learning walks in order to monitor the effectiveness of professional learning and make adjustments to the professional learning plan.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> ❖ A Professional Learning Team, comprised of administrators and staff members from different constituencies, will be developed. ❖ Create a Learning Walk schedule and follow Learning Walk protocols in which the school leaders and Professional Learning Team evaluate the effectiveness of professional learning and make adjustments to the plan. ❖ Form a hiring committee comprised of teachers and administrators to help interview for vacant positions. ❖ Meet with Teacher teams regularly to discuss students academic progress ❖ Meet with the SLT to discuss the budgeting of discretionary funds 	<p>Teachers, Paraprofessionals</p>	<p>9/2014 - 6/2015</p>	<p>Principal, PL Team</p>
<ul style="list-style-type: none"> ❖ Translate school notices into other languages ❖ Purchase a translation system so non-english speaking parents can attend and understand meetings and workshops ❖ Invite parents of the students with disabilities, students performing in the lowest third, and ELLs, to workshops to discuss ways to help their child progress 	<p>All parents, with emphasis on parents of ELLs, SWDs, and lowest third.</p>	<p>9/2014-6/2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, Teachers</p>
<ul style="list-style-type: none"> ❖ Have open dialogue with parents at PTA meetings to hear their wants, needs, and concerns ❖ “Sip and Chat” meetings with the principal 	<p>All parents</p>	<p>9/2014-6/2015</p>	<p>Principal</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Principal, Classroom Teachers, Professional Development Team, Network Personnel, Parent Coordinator, Parents</p>

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

- ❖ By January 2015, all members of the PD team would have facilitated at least one workshop.
- ❖ By February 2015, all members of the PD team would have participated in 2 Learning Walks

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the 2013-2014 LES, 72% of parents say they have been invited to an event at the school at least three times.

Part 2 – Annual Goal

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

In order to engage parents as partners in the learning community, we will increase the opportunities for parental involvement, as evidenced by 80% of the parents who complete the Learning Environment Survey indicating they have been invited to at least 3 school events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is</i>	Key Personnel <i>Who is responsible</i>
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<ul style="list-style-type: none"> ➤ Student Performances ➤ Special Assemblies (honor roll, spirit day, holiday) ➤ School Trips ➤ Parent Volunteers (Lunchroom, Picture day, Fall Frolic, Peaceful Playground, Enrichment Fridays) ➤ School leadership meeting ➤ Enrichment Showcases ➤ Fundraisers ➤ Family Literacy Fun Night, Parent Health Fair ➤ International Day <p>❖ The following modes of communication will be employed:</p> <ul style="list-style-type: none"> ➤ School Monthly calendar to keep parents informed of school and community wide activities ➤ School website - www.ps161.org ➤ School App and Push notifications ➤ School Messaging System ➤ Mid-marking periods progress report ➤ School Marquis ➤ School notices ➤ Email and texts (through a PTA database)Pre-K -5 ➤ Aris parent link ➤ EngageNY website as a resource ➤ Think Central website for students as an additional resources 	All Students	9/2014 6/2015	Computer Tech Teacher Administrators
<p>❖ Parents and Teachers collaborating on shared decision making via:</p> <ul style="list-style-type: none"> ➤ SLT ➤ PTC and parent meetings ➤ Parent Engagement Tuesdays communicate with parents on a regular basis <p>❖ Trust is established and maintained during the Principal’s “Sit and Chat” meetings. Communication and collaboration with parents is increased. Families get to share and discuss issues and solutions.</p>	All Students	9/2014 6/2015	Administrators UFT Chapter Leader Parent Association President

Part 4 – Resources Needed

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

- ❖ Administrators
- ❖ Teachers
- ❖ Parent Coordinator, PTA President
- ❖ Parents, Coaches
- ❖ Service Providers
- ❖ Computer Tech Teacher
- ❖ Surveys

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants

Part 6 – Progress Monitoring

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

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

- ❖ Create a mid-year survey for parents. Target date January 2015.
- ❖ School staff regularly communicates with parents about how they can help their children learn.

Part 6b. Complete in February 2015.

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F&P, NYS performance level, Teacher recommendation, Assessment results from BOY, Computer Adaptive Assessments informal and formal assessments,	<ul style="list-style-type: none"> ❖ Imagine Learning ❖ Rally-Understanding Complex Text ❖ Ready-Curriculum Associates 	Independently on Computer Small group instruction Small group	During the school day During the school day After School -2 hours 2 days a week AIS Services -1 period 3x a week,
Mathematics	Beginning of the year assessments Go Math assessment results, NYS performance level, Teacher recommendation Mathematics Inventory	<ul style="list-style-type: none"> ❖ Finish Line ❖ Ready 	small group instruction Small group instruction	AIS - During the school day After school programs
Science	Teacher recommendation Informal and formative assessments Teacher observations, logs, and student's work	The Science Teacher has small group instruction during the science period to support the science instruction period. Students document their work in their science note books. These students are provided with more hands on instruction to scaffold their learning. Science is infused during the literacy block so that instruction can be more cohesive.	Small groups instruction inside the classroom during instruction. In some cases one to one After school program	During the school day After school program

Social Studies		During the Social Studies period, teachers have small group instruction to target and support social studies content. Websites are available for teachers to reinforce map and other skills. Social Studies will be interwoven in other content areas and taught by classroom teachers.	During the Social Studies period, teachers have small group instruction to target and support social studies content. Websites are available for teachers to reinforce map and other skills. Social Studies will be interwoven in other content areas and taught by classroom teachers.	During the School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation, incident reports, behavior anecdotes and logs IEP's,	At risk counseling At risk Occupational Therapy	Small group instruction One to one sessions	During the school day, separate location

Section 7: Title I Program Information

Directions:

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

<http://intranet.nycboe.net/DPP/SchoolDevelopment/Title+I.htm> - blank

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Teachers receive professional development training in areas of effective techniques for developing higher order thinking skills. Teachers also utilize UDL to ensure that students have various entry points to each lesson. Instruction is clear, well structured and encourages students to build and apply knowledge. Coherent progressions are created within the standards from grade to grade so student knowledge and skills build on previous learning.

2b. High Quality and Ongoing Professional Development

Describe the strategies and or high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

On going professional learning is conducted by a collaboration of the professional learning team as well as representatives of DOE affiliated organizations such as Ready Gen (Pearson) and Houghton Mifflin. Network personnel also support the professional learning in the building. Professional learning will be differentiated based on observation data and teacher need. The instructional focus will be using data to plan instruction and guided reading groups to meet the needs of all learners.

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.).

- ❖ School form committee- Pre-K teacher, IEP coordinator, Guidance counselor and the parent coordinator.
- ❖ Members develop a timeline for activities, which includes timeline and support.
- ❖ Beginning January, provide ongoing meetings for parents to discuss student readiness for kindergarten and how parents can help in the transition process; introduce kindergarten curriculum and standards to parents; provide families with home-learning activities and have a parent orientation in June, where parents will meet with kindergarten teachers. Kindergarten teachers will discuss curriculum content, expectation of students and parents and provide parents with a list of summer activities and list of school materials needed for Kindergarten students.
- ❖ Assess students, determine need and put plans in place for intervention if needed. School creates a cadre of support /list of services available
- ❖ Have kindergarten activities incorporated from pre-kindergarten.
- ❖ Have kindergarten support staff visit with pre-K students
- ❖ In the fall, have the parent coordinator serve as a bridge for families and as a resource to the kindergarten teachers.
- ❖ In the Fall have ‘meet the teacher’ where new kindergarten parents can have an insight of expectation for the new school year.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- ❖ MOSL Committee members comprised of 8 staff members reviewed and selected the assessments for the school year. This information was discussed with staff members at the September faculty conference. During the IPC with the administrators, assessments specific to individual staff member were discussed and the impact that these assessments would have on the teacher’s evaluation. All staff members are mandated to have data binders and individual conferences are planned in December for staff. At these conferences, baseline data will be discussed and targets will be set for students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met
- ❖ Teachers meet regularly to discuss how to improve their instructional techniques and student outcomes.
- ❖ Teachers collaborate on each grade level to ensure the appropriate assessments are given to improve student data.
- ❖ Via professional development, teachers are guided in assessing student data.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	468,568	X	14,18,21,25,29
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	118,616	X	14,18,21,25,29
Title II, Part A	Federal	136,780	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,036,565	X	14,18,21,25,29

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

P.S. 161 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. P.S 161- The Crown School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. P.S. 161 - The Crown School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

P.S. 161 School-Parent Compact (SPC)

P.S. 161- The Crown School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to

- observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners

Grades K-12 Language Allocation Policy

Submission Form

2013-14 to 2014-15 School Years

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

Part I: School ELL Profile

A. School Information [i](#)

B.

District 17	Borough Brooklyn	School Number 16
School Name The Crown School		

Language Allocation Policy Team Composition ⓘ 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 Michael Johnson	Assistant Principal Ms. Juanita Br
Coach N/A	Coach N/A
ESL Teacher Ms. Yi Jun Han	Guidance Counselor Ms. O. McD
Teacher/Subject Area Ms. M. Pooser (ELA)	Parent Ms. Alisha Lawrence
Teacher/Subject Area Ms.T. Lee (Math)	Parent Coordinator Ms. Gloria Ar
Related Service Provider Ms. L. Boston	Other N/A
Network Leader(Only if working with the LAP team) type here	Other N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	542	Total number of ELLs	18	ELLs as share of total stu
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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

<input checked="" type="checkbox"/>							
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, in
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, in

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
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)											
Dual Language (50%:50%)											
Freestanding ESL											
SELECT ONE											
SELECT ONE											
Total	0										

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students Disabilities
SIFE	5	ELLs receiving service 4-6 years	1	Long-Term (6+ years)

Urdu											
Arabic		2	3			1			2		
Haitian		1		1		1					
French											
Korean											
Punjabi											
Polish											
Albanian											
Other											
TOTAL	0	6	3	0	1	4	0	0	2	0	0

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
Beginner(B)	2	1						1		
Intermediate(I)		2		2	1					
Advanced (A)	2				1			1		
Total	4	3	0	2	2	0	0	2	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening/Speaking	B									
	I									
	A									
	P									
Reading/Writing	B									
	I									
	A									
	P									

NYS ELA

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

NYS Math

Level 1	Level 2	Level 3	Level 4

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

NYS Science							
	Level 1		Level 2		Level 3		Level 4
	English	NL	English	NL	English	NL	English
4	3						
8							
NYSAA Bilingual (SWD)							

New York State Regents Exam			
	Number of ELLs Taking Test		Number of ELLs
	English	Native Language	English
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 language) (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
ELE (Spanish Reading Test)						
Chinese Reading Test						

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help you plan? Please provide any quantitative data available to support your response.

ELLs are provided with various formal and informal assessments. Our school uses ECLAS-2, EL...

to assess the early literacy skills of our Ells' Assessment. It is carried out in a variety of ways: teacher-student, articulation with ELLs' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT. Those here for less than a year, are now required to take the ELA exam. Some ELLs must take all of the exams: Math, Science, and Social Studies. The data provides information about ELLs' English proficiency levels: beginners. Some of them are intermediate level. Only a few are advanced level. This information is used to design our instructional plan. Teachers modify their teaching plans to meet ELLs' needs. We design our school instructional plan to focus on word reading and spelling skills in context. We design phonemic and phonics instructions to help with phonological awareness and develop phonic skills. Our school collaborative teaching team program is offered to provide teaching support so the ELLs become more literate and their English language proficiency levels are improved.

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

There are LABR tests for new admits in our school. All of 8 new admits are beginners who do not pass the NYSESLAT test in 2013 in our school. We have 4 beginners, 5 intermediate level ELLs and 4 advanced level ELLs. The proficiency results provide information that the data patterns prove that after learning English for two years, the ELLs have improved their English language proficiency level to intermediate and advanced levels.

The information about ELLs' weakness and strengths in English language proficiency is revealed by the data patterns on the LAB-R and NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional practices in your school? How will your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see NYSED 2013 NYSESLAT scores)

The state did not release the spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:

a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to their native language?

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessment to inform instruction?

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language proficiency being assessed?

a. The patterns across proficiency and grades are the following: speaking and listening are good, but reading and writing are poor. The conversational proficiency is better than the academic proficiency. Most of ELLs in our school are beginners, but they can not read or write their native languages. So ELLs are faring in tests in English as compared to their native language.

b. The school leadership and teachers are using the results of the ELL Periodic Assessment by providing differentiated instruction during school day. We provide the beginners with developing foundational skills. We provide the intermediate level ELLs with developing academic proficiency skills. Within the school day, ELLs get ELL services in small group.

c. The school learning about ELLs from the Periodic Assessment is that limited-formal schooling

appear to have conversational proficiency but lack academic proficiency. There is a need for social development in both the native language and English through experiences that develop language. The native language is used in evaluating prior schooling and native language proficiency as well. It may be a challenge for our school to find ways to evaluate ESLs' literacy skills in their native language because native language literacy and content knowledge are strong predictors of academic success.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI *Guide for Teachers of ELLs*.)

RtI is an instructional model that aims at prevention and early intervention through a tiered system of instruction. It has a significant promise for better serving ELLs who are at-risk for academic difficulties. We use Strong Core Instruction that focuses on promoting language and literacy development. In our school, only once a rigorous, effective core instruction that targets the student population's needs on a daily basis as part of a long-term plan, we begin to build supplemental and supportive instruction. We use instructional strategies that support differentiated, Tier 1 instruction for language development. We assess and evaluate some ELLs for special education - Tiers 2 and 3. The ELL teacher provides information about the student's strengths as well as areas needs.

Data

A data management system has been established in the school building that houses ELLs' performance data. We determine the effectiveness of RtI by examining the following kinds of data over time: A. Number of ELLs receiving Tier 1 instruction by year B. number of ELLs receiving Tier 2 & Tier 3 interventions by grade by year C. number of ELLs referred for special education by year D. Movement of ELLs across tiers over time. ELLs level efficacy data are used to make improvements. This data is principally featured or embedded within my school's improvement plan. My school has an implementation plan for the next 3-5 years. A specific RtI model has been adopted in my school which specifies the number of tiers, screening, and progress-monitoring. My building has a detailed plan for evaluating the effectiveness of the RtI model which includes who will be conducting the evaluation and what types data need to be collected.

Tiered Intervention

Tier 1 – Instruction in ELLs Classroom

The ELL reading program addresses the 5 pillars of reading : Phonemic awareness, decoding/phonics, fluency, vocabulary, and comprehension. The ELL reading program is aligned to NYS ELA standards and grade level, meets Tier 1 instruction based instruction that is systematic and explicit. The reading is established and routinely implemented. The instruction is based on the abilities and needs of ELLs in our school. The ELL reading instruction is provided daily, 5 days per day.

Tier 2 – Instruction in ELLs Classroom

A menu of research-based instruction interventions is available in the school for the purposes of meeting the needs of ELLs. Supplemental instructional time (At least 20-30 minutes per session, 3-4 times per week) is offered in addition to core reading instruction. Checks for fidelity of implementation of intervention are conducted on a regular basis. Formative assessments are used to evaluate whether the ELLs is responding the intervention in this tier. Interventions are provided at a level that is specified by program. Interventions provided at Tier 2 are research-based and implemented by teachers who are knowledgeable about the ELLs' needs and trained in the needed area of instruction. Interventions are made available in small group formats (no more than 5 or 6 ELLs per group); groups are homogenous. Tier 2 ELLs at-risk status is determined. ELL instruction in Tier 2 is consistent with core instruction in terms of vocabulary and content.

Tier 3 – Instruction in ELLs Classroom

Additional or supplemental instructional time (at least 60 minutes per session, 5 times per week) is offered to ELLs who are at-risk for academic difficulties.

provides in reading instruction. Interventions are matched to ELLs' needs. Intervention is delivered in small groups (1:2 or 2:2). Checks for fidelity of implementation of intervention are conducted on a regular basis. Data from progress monitoring is used to evaluate whether the ELLs are responding to intervention delivered in this tier. Interventions are implemented based on the needs of the ELLs. Intervention is specified by program. Interventions provided at Tier 3 are researched-based and implemented by ELLs' teachers. ELLs' teachers are trained in the needed area of instruction.

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

In our school, English is our ESLs' second language. The ESL program offered at our school is aligned with the standards. Instruction builds on and expands ELLs' existing oral language competencies to support literacy learning. ELLs acquire the academic writing skills they need in the content area. Quality writing instruction during the year is provided and extended, so that it is continually linked to oral language and reading instruction. We develop word lists and phonics instruction. We design phonemic awareness and phonics instructions for ELLs to promote ELLs' phonemic awareness and reading skills. We provide instruction that enhances ESLs' reading comprehension through building background knowledge, highlighting key concepts, and discussing socially to make meaning.

ELLs' home and community literacy practices and funds knowledge are valued as resources for literacy learning. We use what literacy-related skills and experiences ELLs have in their home language allows the ELLs' teacher to build on their strengths, promote metalinguistic awareness, and encourage this type of language and knowledge bootstrapping.

There are five stages of second language acquisition:

Stage 1 Preproduction: No English is spoken. Stage 2 Early production: ELLs speak one or two answers to questions, single words, or short phrases. Stage 3 Intermediate Fluency: ELLs speak long sentences to express the meaning of their utterances. ELLs can use appropriate vocabulary, expressions, language, routines, and interaction styles for various contexts. Stages 2, 3, and 4 need to master Foundational Skills to approach and meet standards in listening, speaking, reading, and writing. Foundational Skills include understanding, literary, response, expression, enjoyment, and classroom and social interaction.

The ELLs' teacher will use different strategies to teach ELLs Foundational Skills:

Print concepts: In order to help ELLs demonstrate and understand the basic features of print the ELLs' teacher uses a variety of reading and writing activities.

Phonological awareness: In order to help ELLs demonstrate understanding of spoken words, syllables, and sounds, syllables, and rhymes through oral and tactual activities.

Phonics and Word Recognition: In order to help ELLs apply Grade-Level phonics and word analysis skills the ELLs' teacher teaches ELLs to identify what words make sense in context as well as carefully focus on and learn to spell words.

Fluency: In order to help ELLs to read Grade-level texts with accuracy and sufficient fluency to support comprehension the ELLs' teacher provides frequent opportunities to practice what they see and hear by rereading aloud passages both individually and in groups.

ELLs who are on the stages of language acquisition-intermediate fluency and advanced fluency need explicit instruction in academic content area, presenting information clearly in oral and graphic forms, and using appropriate language in American English. Also, they need to exceed standards in listening, speaking, reading, and writing in English.

The ELLs' teacher uses guided reading, closed reading and shared reading supports for vocabulary and reading comprehension. The ELLs' teacher uses explicitly combining language and content objectives in every lesson. The ELLs' teacher meets high academic in language Arts. The ELLs' teacher scaffolds the teaching and learning experiences. The ELLs' teacher facilitates the learning with carefully designed activities to help ELLs build higher levels of thinking. The ELLs' teacher uses input and modeling to provide instruction, uses interactive questioning and discussion techniques to check for understanding, provides opportunities for ELLs to learn self-reliance and develop independence by having ELLs practice on their own. The ELLs' teacher uses graphic forms to establish categories of a subject or a topic. Ensures that ELLs understand the critical concepts and distinguish it from other concepts, and providing a multiple approach process for thinking, teaching, and learning.

learning.

8. Describe how you evaluate the success of your program for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of ELL program for ELLs is that ELLs both conversational proficiency and academic proficiency. In a language academic program, ELLs need to gain knowledge and experience in areas that are likely to lead to success. In order to succeed in ELL program, using versions of the language experience approach, we begin with a literature-based curriculum, we use the power of language to heighten awareness and fully engage the reader. The writing connection can be more fully realized. Motivation and guidance are provided through a workshop. ELLs can take full advantage of the classroom community they and the teacher have established.

Evaluating the Success in ELL Program for ELLs

1. Reading

ELLs are actively engaged with complex texts to build knowledge across the curriculum. ELLs can read informational texts. ELLs need to know not only the grammatical features of a text and its vocabulary but also the multiple levels of meaning embedded in a text, the explicitness with which the author's purpose is stated, the extent to which the text employs figurative language. ELLs face challenges while trying to comprehend. Readers draw on a literacy skills in their first language, reading comprehension strategies, background knowledge, and interest and motivation.

ELLs are meaningfully engaged in reading personal essays, speeches, opinion pieces, biographies, memoirs, and comprehensible input to stories, literature, drama, poetry, etc. ELLs develop vocabulary lists pertaining to the text. ELLs are able to understand text by using pre-reading, during reading, and after reading strategies. ELLs are able to answer questions, declare, and predict. ELLs are able to develop habits for making arguments and speaking, as well as writing.

2. Writing

ELLs are able to write in order to persuade, explain, and convey experience. The beginners are able to write with success in

ELL Program for ELLs in writing by writing arguments to support claims in an analysis of substantive topics and issues, relevant and sufficient evidence, writing informative/explanatory texts to examine and convey complex ideas and issues accurately through the effective selection, organization, and analysis of content, writing narratives to develop a plot and events using effective technique, well-chosen details, and well-structured event sequences, producing clear and coherent development, organization, and style are appropriate to task, purpose, and audience. They are able to plan, generate, plan, planning, revising, editing, rewriting, or trying a new approach. They are able to use technology, including digital writing and to interact and collaborate with others. They are able to conduct short as well as more sustained investigations, posing questions, demonstrating understanding of the subject under investigation. They are able to gather relevant information from digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. They are able to use evidence from literary or informational texts to support analysis, reflection, and research. (Begin in Grade 6)

3. Speaking and Listening

ELLs are able to listen critically and participate actively in cooperative tasks. ELLs are required to build on their ideas, and confirm their understanding through informal, collaborative group interactions as well as formal presentations. They are able to obtain information from oral, visual, quantitative, and media sources for different audiences, tasks, purposes, and contexts. They are able to explain how it contributes to target topics, texts, and issues, and present claims and findings by sequencing relevant descriptions, facts, and details to accentuate main ideas or themes.

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering an informal oral interview in English and in the native language, and the formal initial assessment. Identify the screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL](#))

Upon registration the parents complete the HLIS forms with administering the HLIS which includes the eligibility for LAB-R testing, done only once during the student's school year is based on the responses to the HLIS. Each year, the same process and criteria are used. ELLs in our school are annually evaluated using the New York State ELL Assessment System (NYSELLS) who test out are deemed P(Proficient).

1a.

We administer the HLIS and conduct an oral interview with both students and parents to determine the student's home language. The interview along with the HLIS are completed with parents using the parents' native language. In the ELL Identification Unit. One of the pedagogues trained in the intake process determines the students' home language. If the student's home language is determined to be a language other than English, the student is LAB-Red by an ELL teacher. The student is then referred to ESL/bilingual services. Entitled Spanish speaking students are also administered the Spanish LAB. The parent consent process is completed within the first 10 days of student enrolment. All entitled students are assessed with

1b.

The languages are spoken by the ESL teacher Yi Jun Han are English and Chinese. The languages are Spanish. The ESL teacher Yi Jun Han is a certified ESL teacher. Ms. Cordova is a certified Special Education teacher. The certified teacher Yi Jun Han is administering LAB-R.

2. What structures are in place at your school to ensure that parents understand all three program choices, the process, outreach plan, and timelines.

Our school's written translation and oral interpretation are used to ensure that parents understand all three programs (Freestanding ESL). All parents are provided with appropriate and timely information they can understand through Language Surveys, Parent Survey and Program Selection Form, Translated Parent Notices from our school. At the orientation session of the parents of newly arrived bilingual students, oral interpretation at interview sessions, teachers have a conference with parents, use of translators to make phone calls to parents when it is necessary.

During the parent orientation, the video is presented to parents informing them of the three available programs in English. This session is conducted by the ELL teacher along with an assisting staff comprised of the family language interpreter. A copy of the NYC guides for parents of ESLs describing the three programs is handed to all participants. Parent Survey and Program Selection forms to all participants to make informed decision about the preferred program. For TBE program formation that is a minimum of 15 students in two contiguous grades speaking the same language. If the warranted number of the students to form a bilingual program, the school informs parents of sites within the district to transfer their children to another school with such program, or reject the transfer and opt to have their children in their parents' preferred program within their first 10 days of enrollment.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].

Parents of ELLs are notified in the languages they understand of Parent Survey Program Selection forms. All necessary languages applicable to our school so that parents can more readily understand and make informed decisions. All of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, we ensure communication between parents and administration/staff. At the Parent Orientation, we discuss standard program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or transitional programs. Consultation/communication activities with parents in their native language.

Performance levels on the LAB-R determine ELLs' entitlement. The new students who are entitled are notified through placement letters. Placement letters are distributed to the parents. Honoring parent choice is provided. Parent choice is based on 3 placement options. Interpretation services are provided. After the parents choose the ESL program in our school and sign the letter, we update the ELPC screen in ATS within 20 days to record ELL program parent choice for all new admits in C. If students already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) level, entitlement letters are distributed. The continued entitlement letter records are maintained and locked in the cabinet.

Our school strives to strengthen the home school relationship, increase parental participation in school activities. Consultation through with translators is provided to inform ESL students and their parents about the school ESL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Assessment.

The NYSESLAT is designed to annually assess the English proficiency of all English language learners. The test places greater emphasis on academic and classroom contexts and new items that address the common Core shift in standards, scoring the Speaking and Writing subtests. All school personnel who will be involved in administering any part of the NYSESLAT, must be provided and read a copy of the entire manual. The administrators must obtain a copy of the answer sheets will be used to record student responses for all questions in the listening and reading subtests.

Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended materials on time and remember the Administration Schedule. The Speaking subtest must be administered individually. Listening, Reading, and Writing subtests must be administered to groups of students. All ELLs with disabilities must take the NYSESLAT. The administrators determine which NYSESLAT grade-level assessment to administer to students with disabilities must be provided with the testing accommodations specified in their IEP or 504 Plans when taking the test. Test administrators must have special training in administering the NYSESLAT. Inform ELLs about the NYSESLAT a few days before the test so that they will be well they can listen to, read, write, and speak the English language. Announcements are made in such a way that parents/guardians do not become overly concerned. Explain the general types of questions they should expect to see on the test. Parents / guardians are also informed of the dates of the testing and the purpose of the test and notified of the test results. We encourage their students to do their best and ensure that their students are rested on the dates of testing. We will schedule the test before the days that the NYSESLAT is to be administered. Prior to the start of each session of the NYSESLAT, the test administrators plan to administer the test at a later date to all students who are absent when the test is initially administered. The test will be by committees of teachers.

Steps taken to ensure all ELLs receive the NYSESLAT annually

We will administer the NYSESLAT to all ELLs in our school regardless of physical location of the student. The score on the test is attained as reflected in the score on NYSESLAT. The ESL teacher Yi Jun Han who will be administering the test will schedule an orientation session to allow the test administrator with training in the administration and scoring. We will prepare answer sheets for each student taking the test. We will prepare the testing rooms. We will prepare the testing materials initially given.

Orientation of ELLs

We will inform the ELLs about the NYSESLAT a few days before its administration. We will tell the ELLs to listen and speak the English language. We will make announcement in such a way to increase the ELLs' interest in the test. We will explain the general types of questions they should expect to see on the test and the procedure for taking the test.

Notification of Parents

We will inform the parents /guardians of the dates of the testing and the purpose of the test. We will ensure that the children are well rested on the dates of testing. We inform them that the NYSESLAT parents' Guide can be found at <http://www.p12.nysed.gov/osa/nyseslat>.

Names and Titles of Pedagogues

The certified ELL teacher Yi Jun Han will administer the NYSESLAT. ATS reports will be used to determine the results.

Procedures for ensuring four components of NYSESLAT

The speaking subtest must be administered to our ELLs individually at a location that is separated from the other subtests. Writing subtests must be administered to groups of ELLs. The make-up test dates are any dates that remain available after the provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan) when taking the test, authorized by the IEP or 504 Plan, with two exceptions: The Reading subtest may not be read to any ELL. The test administrators will correct their responses corrected for spelling, grammar, paragraphing, or punctuation. The school must supply CD-ROMs as described above.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in parent requests? Are the program models offered at your school aligned with parent requests? If no, why not? How will you address these requests? What specific steps underway. 

designed to mediate the ELLs' learning of various proficiency classifications: new comers, long-term ELL by proficiency levels.

The ELL teacher's lesson plans are aligned to meet NYC and NYS ELL Standards which there is differentiation. Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards. Instruction is direct and systematic, emphasizing construction of meaning, problem-solving, critical thinking, and vocabulary.

b. Alignment of the ELL standards with the ELA standards

English language instruction is aligned to ELL standards and ELA standards. The ELL teacher scaffolds content in content area learning. The ELL teacher uses visual and/or manipulative to promote ELLs' understanding. The teacher models the use of the English language in ways in which the ELLs are expected to participate. Due to the cultures of the ELLs to connect prior knowledge with new language. Teaching materials include a wide range of resources designed for the ELLs' English language and academic language proficiency. English language instruction is the content of lessons.

c. Methods and ELA standards Strategies

The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud. They answer questions and how to find needed information, become aware of cultural differences, gain experience. ELL standards, promote social interaction among all ELLs. The strategies employed by ELL teacher include (Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that include schema building, text representation, and metacognitive development. These strategies are used along with awareness, and independent reading and writing.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year? We ensure that ELLs are appropriately evaluated in their native language by LAB Spanish test. The Spanish entrants who speak Spanish as their first language, and became entitled to ELL services via the LAB-R; ELA science state exams in translated versions.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition? One way to manage such language assessment and make evaluation an integral part of the classroom is to gather ELLs' work, performance checklists, and other data. Portfolios are individual collections of representative work. Portfolios may contain exemplary pieces of work and work in progress. Portfolios may also contain the teacher's evaluations. They may contain performance checklists in all skill areas, preparation notes for writing and speaking, brainstorming devices, and the like), materials that the student has read , summaries, illustrations, conference notes, kinds, reading logs, performance logs, error analyses, oral production samples, journal entries, anecdotal notes, student learning journals, questionnaires, videotaped performances, and so forth. Portfolios may be used for a variety of purposes of testing: placement, replacement, assuming that the students have already been placed initially. As assessment instruments, portfolios can be instructive as well as evaluative, and they allow parents to see the progress that has been made over time.

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 proficiency).

a. Instructional plan for SIFE

The ELL teacher provides SIFE ELLs with the literacy skills and concept development they have missed in English to survive in our school. The ELL teacher must help them build self-confidence and pride in themselves. The ELL teacher enriches the linguistic context for SIFE ELLs by using pictures, gestures, intonation, and other non-verbal communication. The ELL teacher provides the context by drawing on students' interests and background knowledge. The ELL teacher uses a number of strategies to make instruction comprehensible, including hands-on activities, visuals and regalia including the following:

- 1) Manipulative, miniature objects, regalia.
- 2) Visual (photos, pictures and drawings)
- 3) Facial expression and pantomime
- 4) Clear expression and articulation
- 5) Short, simple sentences
- 6) Eye contact with students
- 7) High-frequency vocabulary
- 8) More description through synonyms
- 9) Prior content introduction (preview)
- 10) Reduction of idiomatic expressions

In order to accelerate the content-area learning for ELLs who have had an interruption in formal education, the ELL teacher meets with them in the morning. In order to enhance literacy development for our SIFE students, ELL strategies and/or content area instruction is provided. So that their academic performance improves. The ELL teacher applies stage of language acquisition, teaching phonics awareness, word families, word and sentence building and integrated area teaching and learning. The ELL teacher plans and makes curricular adaptations to teach SIFE students. The ELL teacher focuses on word recognition, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level of learning.

b. Describe your plan for ELLs who have been in our schools less than three years

The ELL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ELLs. The ELL teacher meets with math teachers and literacy teachers on a regular basis to review ELLs' work as well as to plan instruction. The ELL teacher designs learning activities that actively engage ELLs in ELL learning activities that build critical thinking skills on a daily basis across all subjects, using a variety of written forms including retelling, paragraphs, summaries, descriptions, charts and other graphs for math, social studies, and science information and explanation.

c. Describe your plan for ELLs receiving service 4 to 6 years

ELA and ELL teachers collaborate on lesson-planning and instruction that are designed to amplify ELLs' learning. Instruction focuses on identifying text structures, content-area vocabulary, literary elements, and text-taking strategies. Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and the importance and effectiveness of instruction through technology. The advanced ELLs are enrolled in a reading program supplemented by classroom instruction in ELA. The math instruction is delivered by a math teacher and an ELL teacher to acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the skills is provided through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation is provided to prepare ELLs who are now required to take the standardized NYS Math exams.

d. Describe your plan for long-term ELLs (completed 6+ years)

There are no long-term ELLs in our school. If there are long-term ELLs, the ELLs are required to participate in the mandated ELL and content learning standards and the core curriculum. The long-term ELLs must participate in the ELL standards and ELA standards. The long-term ELLs participate in the Balanced Literacy program. This program

their English language skills and reading comprehension. Teachers work collaboratively to evaluate ELLs' English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term through measurable products development, demonstrations, and exhibits.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient)

The ELL teacher modifies ELL lesson plans and make curricular adaptations to teach those ELLs who still provides teacher-direction, offers manipulative (flashcards, out of sequence sentence strips), Provides color figurative language, quotes, and evidence in text), provides definitions/vocabulary/word bank, provides (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, questions, provides sentences starters to help structure their writing, and providing cloze passages (with o

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

Our teachers engage ELL-SWDs in content learning activities to develop academic concepts. We draw culture, and their languages. Our teachers use scaffolding strategies to provide content instruction to build GEN, GOMATH, Science, and Social Studies are interrelated. Vocabulary is repeated naturally as it appears in the areas of the curriculum, the focus of planning and programming is often on the subject content. We do materials according to ELL-SWDs' levels. We often consider how to select and focus on English in all curricular ELL-SWDs' language proficiency and academic achievements. We deal with universal topics so that all ELL activities can be adjusted to different levels of English language proficiency. The materials that are used are books , informational texts, magazines, and newspapers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve English proficiency within the least restrictive environment?

a. We implement the Pull-out and Push in models. The ELL teacher uses Pull-out model and brings the SES. ELL students from various class for English acquisition focused instruction. The ELL teacher plans lessons carefully to ensure curricular alignment.

b. The ELL teacher uses Push-in testing during content instruction in collaboration with regular classroom teacher and vocabulary support while retaining content instruction time.

c. In order to serve our ELL-SWDs the ELL teacher uses differentiated teaching strategies and ELL methods for instruction in English. The ELL teacher assists our ELL-SWDs to achieve the state designated level of English so that these students meet or exceed the common Core Standards.

d. Our school uses constructs of effective instructions: challenge, enrolment, success, scaffolding/feedback, language acquisition/sheltered English, and respect for cultural diversity.

e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. We provide skills, promote both high-level thinking and appropriate drill and practice, and Provide complementary programs. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper to English language arts. The school builds upon and makes explicit the connections between students' existing and academic curriculum to be learned (including literacy, language, and content). The school provides an afternoon program, and Saturday program to meet the diverse needs of ELL-SWDs.

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 is not included:

- 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
Native Language Arts:		
Social Studies:		
Math:		
Science:		

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

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

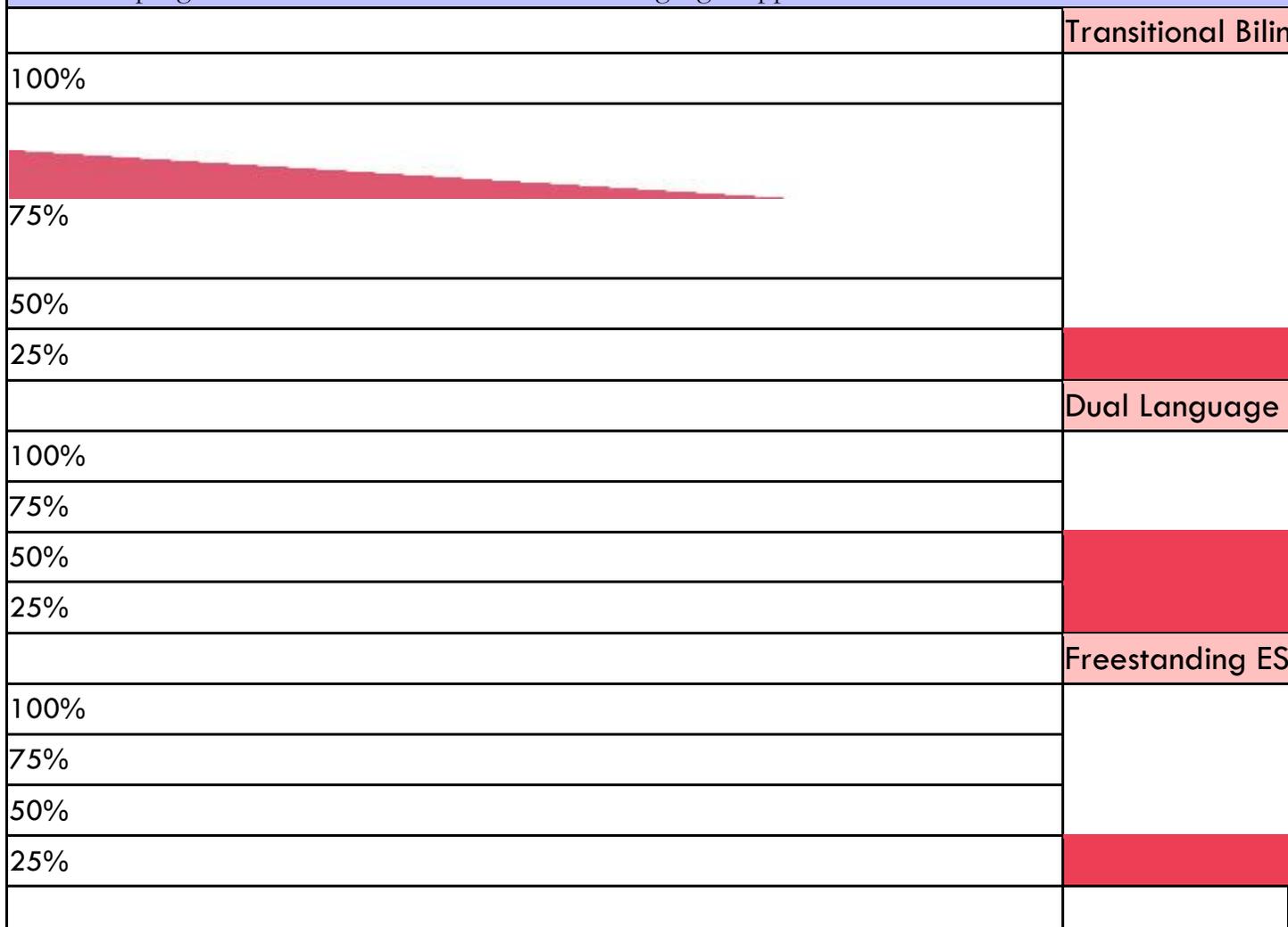
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154		
For TBE /DL programs: Native Language Arts	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 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 a range of intervention services offered in your school for the above areas as well as the language(s) in which they are provided).

1) We have Pull-out intervention program to provide individualized instruction in developing the four language skills. The key to success is to engage ELLs in content area learning activities to develop academic concepts. The ELL teacher uses various techniques as a way of developing second language, content, cognitive and study skills. We do our target across the curriculum by identifying the functions of language such as classifying, comparing, criticizing, defining, explaining, evaluating, hypothesizing, identifying, inferring, predicting, refusing, reporting, sequencing, suggesting, and summarizing.

2) To identify language functions currently being used in ELL program the ELL teacher tries matching some of the language functions in the program with the relevant language functions. Our school is checking that the ESL teacher is using a range of language functions in the program will help ensure that the ELL teacher gives the ELLs opportunities to hear and use it.

3) Our ELLs who exhibit inadequate growth on reading and writing receive 40 minutes at extended time for reading and writing interventions focused on helping them achieve grade-level proficiency in each essential skill (phonics, spelling words, and sentences). At their reading time ELLs receive individual help in reading. In our classes our cluster teachers help ELLs develop both language and academic skills by the language functions. We provide accommodations for NYS tests.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs.

The ELL teacher delivers content knowledge in a way that both language and academic proficiency are developed. Academic content is taught to ELLs by using techniques such as speaking slower, using visual aids and manipulatives to ensure they are meeting NYS and NYC Standards. The ELL teacher encourages reading and celebrating when students read or other written material are over time so that ELLs' speaking fluency, language acquisition, vocabulary and specific content knowledge are increased. Also, understanding of concepts is developed. The ELL teacher provides the following:

- Providing a wide variety of reading materials based on Common Core Standards.
- Providing adequate time of sustained reading with no other obligations, including writing and sharing.
- Allowing ELLs self-selecting of reading materials by interesting level.
- Providing opportunities to pursue a favorite author, genre, or area of interest.
- Allowing ELLs to take books and materials home for reading.

The ELL teacher will provide opportunities for retelling stories to improve writing. Writing for others or helping form a sense of a community of learners, and introduces as having a purpose and benefit for others. Students write notes to relatives, and post cards home to describe accomplishments. We use color coding for multiple choice questions, sticky notes, and highlighting favorite parts of a writing buddy's first draft. We create class journal that is updated daily or weekly. We set up e-mail pen and e-mailing parents and students.

11. What new programs or improvements will be considered for the upcoming school year?

There is Title III Program. The ELL teacher will analyze the data and provide opportunities for improvement. For the upcoming school year ELLs will write a variety of topics for improving reading and writing skills. Collaborative writing techniques with guidance of the ELL teacher and classroom teachers. Writing topics are students - collaborative, social process. ELLs will assist one another in composing texts. Grammar will be taught in the context of communication. Feedback will be given throughout the writing process.

Teachers assist ELLs achieves higher skill levels, using explicit structures on how to engage in persuasive writing. We help ELLs develop skills through written arguments that respond to the ideas, facts, and arguments presented. Teachers explicitly and constantly use the language of math, science, and social studies to help ELLs develop language development.

12. What programs/services for ELLs will be discontinued and why?

NA

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental

The ELLs are offered equal access to all school programs including extended day. ELLs participate in Academic Program (Title III Program), and in extended time program. Parents of ELLs are informed of the program our teachers help Grades 4-5 ELLs at every level of language proficiency to engage meaningful opinion pieces, biographies, memoirs, etc. Teachers help them engage and respond with comprehensible etc. Teachers help ELLs in all Grades understand text by using pre-reading, during reading and after reading guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting teachers ensure that classroom experiences stay deeply connected to the text and that students develop through the text in speaking as well as in writing.

14. What instructional materials, including technology, are used to support ELLs (include content area and subgroups if necessary)?

There is library in ELL classroom. The school provides ELLs with Ready Gen and Math Go textbooks, materials and special resources that are needed (Phonics ABCD, Connecting Vocabulary ABCD, Comprehension Right ABCDE and Math practice books). The ELLs use utilize technical, digital proficiency including, but not limited to portfolio and learning log, research on the internet use programs in computer and the continued use of the

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the ELL classroom the ELL teacher adds ELLs native languages and cultures to the school curriculum, become involved in the school, using transformative models of teaching, and adopting types of assessment teacher finds out about the schooling of parents and siblings to determine the kinds of support ELLs can benefit from allows ELLs to read their native languages . Reading in native Language develops the academic register and English acquisition. An important strategy for drawing on ESLs' native language s and teaching academic concepts are introduced by the ELL teacher or parents in the students' native languages (preview). Then those concepts in English (view). The ELL teacher uses a number of techniques to make the English instruction activities, visuals, and realia. Finally, ELLs are allowed to review the concepts in their native language to review). The ELL s will actively participate in cultural celebrations in our school. Lessons will be conducted awareness and help ELLs gain a better understanding of the different culture

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Upgraders use Word Processors. Writing on a word processing is challenging to the ELLs. ELLs are able the programs are designed with them in mind. Computer network can provide an important means for communication Their electronic discussions allow them to initiate and extend their discussions about whatever it is that the result of assigned work. Lower Graders use computer games that can present simulations that call for the require interaction with others involved in the game. Computer games are currently available in content area introduces ELLs to the concept number lines, number pairs, and graph plotting. Computer games also include teasers with missing numbers, and many more. They watch videos show real people in compelling scenarios to have input. Another use of interactive video is to teach the listening skills necessary for academic success as a dictionary.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the new ELLs who enroll throughout the school year.

When the child arrives...the first few days teachers take the time to show the child around the school places like the toilets and library are. Teachers establish a buddy system and use an interpreter or another who knows and understands regular classroom routines. Teachers teach some basic survival language. Teachers

arrival has. We allow the new arrival the right to remain silent.

Providing support in the classroom

At times let pairs of children develop and teach mini lessons to the new arrival. We create opportunities in classroom situations, which do not require language. We involve the new arrival in lots of opportunities to work in a small group, use picture talks, provide activities which use skills that require understanding rather than rote learning. We provide a variety of activities where the child can work with others in less structured situations, recall events from the new arrival has taken part, using drawings, photographs, objects collected or tapes, and use 'Written responses' where writing briefly about anything he or she wishes and the teacher writes the response, where possible using words or structures, which have been used incorrectly. The child responds in return.

Building on literacy skills

We allow the child to write in the first language, encourage the new arrival to continue to read regularly, use a bilingual dictionary or encourage the child to obtain one.

Getting settled

We allow the child many opportunities to do what he or she is best at. We place the activities during which the child becomes exhausted. We set up situations where the new arrival is expert. We praise all success and share it. We give the new arrival opportunities to hear and practice social language, such as asking for something, saying thank you and expressing disagreement politely. We make the child feel a useful member of the class.

Activities

We give instructions clearly and precisely, use open-ended questions so that the child is able to respond. We use aids such as diagrams, maps, videos, pictures or mime to help make meaning clear. We try to get information across by presenting it. We provide activities where the language is predictable or repetitive. We include some activities that use language.

As far as possible design activities, which either use known language patterns to teach new vocabulary, or use new language patterns. We use activities, which involve real communication and use whole class activities where the child or she feels able. In the early stages choose books and print materials not only in terms of their language but also their cultural content.

18. What language electives are offered to ELLs?

English is offered to ESLs.

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?

NA

C. Professional Development and Support for School Staff

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

1. The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers in a variety of high quality professional development activities, which will include study engaging ELLs with the CCSS standards, ELL scaffolding strategies, and content area teaching strategies that are aligned with the CCSS and ELL standards. Our participating faculty will acquire ELL methodologies and scaffolding strategies for improving instruction and promoting both language and academic proficiency for ELLs. They will be trained to gain ability to engage in performance-based assessment that provides qualitative data. They will be provided opportunity to collaboratively participate in small groups regularly, which allow for action research and sustain ability of effective teacher practice. Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, and journal writing.

2. This year NYC DOE ELL Workshops are offered for ELL teachers for 15 days. The ESL teacher in our school is required to participate in all these 15 day-workshops. The main topic is about Common Core for the Not-So-Common Learner that supports ELLs as they engage in the Common Core Learning Standards.

3. The guidance Counselor in our school provides intervisitation opportunity for other school. Our bilingual Guidance Counselor provides individual counseling session. The ELLs have a chance to participate in individual tutorial session during and after school hours. The school professional development program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content. It will provide interdisciplinary approach with literary skills, math skills, science and social studies skills, as well as the arts and activities that are easily integrated in the classroom. All staff will learn through experimenting, recreating our built, and natural environment in order to assist our ELLs as they transition from elementary to middle school.

4. Our professional development plans for 2013-2014 school years are designed to promote high levels of academic achievement while integrating second language acquisition. The 7.5 hours and 10 hours ELL mandated professional development would be fulfilled for all staff and the staff who serve special education students.

Topics and tentative dates for all staff members include:

Date	Topic	Presents	Participants
11 / 08 / 13	Engaging ELLs with The CCSS	Grade Leaders	All Staff
11 / 08 / 13	ELL-stages of Language Acquisition	ELL teacher	All Staff
11 / 08 / 13	ELL Scaffolding Strategies	ELL teacher	All Staff
06 / 06 / 14	Differentiation Instruction	Network	All Staff

D. Parental Involvement

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

4. How do your parental involvement activities address the needs of the parents?

1. Our school uses some types of parent involvement. They are the following:

1) Parenting

We Help all families establish home environment to support children as students. Parent education and parent coordinator will host a series of workshops throughout the school year to continue the dialogue as ELA/ELL and math institute. Parents of ELLs will be invited to join with their children to attend all sessions of Institute.

2) Communicating

We Design effective forms of school-to-home and home-to-school communications about school programs. We hold a parent conference with every parent at least three times a year. We provide language translators to assist parents with reading of useful notices, memos, phone calls, newsletters, and other communications.

3) Volunteering

We recruit and organize parent help and support. We have school and classroom volunteer programs for ELL students, and other parents. We have parent room as family center for volunteer work, meetings, and reading.

4) Learning at Home

We provide information and ideas to families about how to help ELLs at home with homework and on-line learning and planning. We provide information for families on skills required for ELLs in all subjects at each grade level and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ELLs about their background. We get information on their native language, which can help the ELL teacher make the challenges the ELLs will be facing. ELLs who are high-achievers in their native language will make the transition to learning in English more easily. We provide opportunities for ELLs in school activities, i.e. learning walks, assembly, field trips, technology classes, and etc.

2.

Our School partner is Brooklyn Children Museum. It identifies and integrates resources and services for ELL students, programs, family practices, and student learning and development. It provides information for students and families on recreational, or social support; and other programs or services. It provides information on community activities and talents, including summer programs for students. It provides service to the community by students, families, and staff (e.g. drama, and other activities for seniors or others)

3.

1) All parents of ELL students are invited to participate in a Welcome Back to school meeting and curriculum night. Parents receive information about our school. Topics are addressed include: school expectations, assessments, City of New York resources as well as program options. Presenters include: Instructional Team leaders, ELL teacher, Guidance Counselor, Principal, and Assistant principal. This helps parents of ELL students become active knowledgeable members of the school community. Parents express their opinions, give good advices and tell the school what they need.

2) Parents of ELL students are invited to attend our Parent Orientation Meeting where they are informed about our school and children. The Parent Selection forms are printed in all the necessary language applicable to our school so that parents can understand and make informed choices. Their most often expressed sentiment is that they want immersion in English and support of ELL Services, which they feel helps their children learn, English faster. To further facilitate parent participation, school letters and notifications to parents are translated. When needed, translators on our staff are provided to facilitate communication between parents and administration/staff.

3) Our school Parent Co-coordinator provides workshops for parents. Through talking and discussing we know their thoughts, suggestions, and needs. Through Parent-Teacher Conference, telephone conversation together we obtain a lot of useful information and what our ELL parents really need. The role of the parents is to achieve high standards. They lay the groundwork for high expectations that are carried out in our school. By attending all sessions of the Math Skills Institute and the ELL/ELA institute, not only will parents be helping their children but be forming special learning partnerships with their children that will be the great benefit of both parents. We will give recognition to highlight literacy and achievement.

4.

Family Days will be held throughout the school year to encourage parental involvement in the academic. Teachers will conduct interactive activities for the children and their parents to enhance their learning and understanding. On Family Days, the teachers will use hands-on and developmentally appropriate activities to promote literacy skills for students and parents. The children and their parents can make connections, promote imagination, creativity, and problem-solving skills. We encourage parents' involvement helps parents from other cultures may view their role in their children's education. For example, instead of asking their children questions about a story- asking them to predict outcomes, to interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America can be used to teach a moral lesson. In order to help the parents of ELLs contribute more actively to the education of their children, we will have ELL/ELA and Math Institute sessions on increasing the knowledge and skills parents need to help their children's academic development, and academic proficiency in different content areas.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your plan. 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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature
Michael Johnson	Principal	
Ms. Juanita Brown	Assistant Principal	
Ms. Gloria Arthur	Parent Coordinator	
Ms. Han	ESL Teacher	
Ms. Alisha Lawrence	Parent	
Ms. M. Pooser (ELA)	Teacher/Subject Area	
Ms. T. Lee (Math)	Teacher/Subject Area	
	Coach	
	Coach	
Ms. O. McDonald	Guidance Counselor	
	Network Leader	
	Other	

Language Translation and Interpretation 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN:k17 161

School Name: PS 161

Cluster: 401

Network:401

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

Part A: Needs Assessment Findings

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

Various sources provide our schools with information about the different home languages of our students and translation needs for conferences, parent orientation needs, and school notices: All parents of new admits to the school are required to complete HLIS as part of the registration process. The HLIS is printed in a variety of languages so that the use of one in the appropriate languages facilitates proper completion. Some parents/guardians are unable to complete the HLIS on their own. We learn through the use of on-staff interpreters who are called upon during the registration process. The Parent Coordinator, in making calls to students' homes for a variety of reasons, determines that some parents need translation or oral interpretation to better understand an issue. ATS system provides information of the primary language of

the students. We provide informal oral communication with parents and teachers.5) We provide translation in PTA meetings. We provide oral interpretation to interview new students and parents. We analyzing the existent translated materials.

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.

Home Language Identification Surveys and teacher/parent input have proven that majority of our school parent population speak English. Other languages spoken by our parents include: Spanish, Haitian Creole, French, Arabic, and other languages. We send and post parental correspondence in each of the covered languages that represent at least 3%-8% of our student population. The written translation needs of the school are the following: Letters about students' progress and attendance, informative letters sent to parents about school events, fliers, posters, and signs. We offer interpretation services during parent conference and meetings in the covered languages. The oral translation needs are at the orientation session of the parents newly arrived bilingual students, at PTA meeting when necessary, and at teacher/parent conferences and Open School Nights. Oral interpretation is offered when principal, guidance counselors, teachers, and deans have a conference with parents. We use school staff translators to make phone calls to parents when there is need. Our school always offers interpretation services during parent conferences and meetings in the covered languages.

Part B: Strategies and Activities

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

The school will provides written translation services through the use of the NYCDOE Translation and Interpretation Unit, which provides a staff of professional translation services for eight standard languages by a net work of qualified vendors. We will be using the NYCDOE translation unit for all translation needs: including many materials and forms already translated and available on the DOE website. All parent correspondence will be translated by school staff or Translation and Interpretation Unit, form English to the native languages of school population. We will translate documents that contain individual, student-specific information, including students' health, safety, legal or disciplinary matters, entitlement to public education or placement in ESL or any special education. We will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and how to obtain such services.

We will post, in a conspicuous locations, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services by school staff or parent volunteers.

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

1) The NYCDOE Translation and Interpretation Unit also provides types of Oral interpretation services, over the phone interpretation services Monday through Friday from 8: 00 am to 5: 00 pm and on site interpretation services during scheduled events such as Parent-Teacher Conferences, PTA Meetings, Testings, IEP Meetings, Workshops between faculty and non-English speaking parents. We will provide interpretation services by the translation unit and our school staff members who are conversant in the covered languages so that they will be able to facilitate articulation between parent and teacher, parent and administration, parent and support personnel. We will interpret parent orientations/meetings and teacher conferences. The translation will be carried out by staff members, with assistance of the Translation and Interpretation Unit, or with the Use of a new Prolingual Translation program.

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>.

- 1) We will translate letters and notices to parents in the appropriate languages for our school - Spanish, Haitian Creole, French, and Arabic.
- 2) Our school will provide each parent who speaks language other than English and who requires language assistance services with written notification of their rights regarding translation and interpretation and instructions on how to obtain such services.
- 3) We will use the services of the NYCDOE Translation and Interpretation Unit since we have no staff member who can do that .
- 4) For Spanish, Haitian Creole, French, and Arabic, we will use in-house staff to provide translations.
- 5) We will have translated all annually recurring types of letters and notices-school code, discipline code, uniform code, promotion criteria, exam schedules, parent-teacher meetings, Parents' Association meetings, student accountability, graduation requirements, middle school selection, alert holdover notices, supplemental school activities before and after school, and NYSESLAT notification. We will provide translations for new situations as they arise. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative due to language barriers.

