



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

**DRAFT – PENDING NYSED APPROVAL**

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

**23 K178**

**School Name:**

**ST. CLAIR MCKELWAY SCHOOL**

**Principal:**

**DR. JOSEPH HENRY**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: St. Clair Mckelway School School Number (DBN): 23K178  
School Level: Elementary/Middle Grades Served: Pre-Kindergaten-8  
School Address: 2163 Dean St. Brooklyn, N. Y. 11233  
Phone Number: 718-495-7768 Fax: 718-495-2304  
School Contact Person: Dr. Joseph Henry Email Address: Jhenry1@schools.nyc.gov  
Principal: Dr. Joseph Henry  
UFT Chapter Leader: Yvette Collins  
Parents' Association President: Palesa Sidibe  
School Leadership Team  
Chairperson: Monica sylvester  
Student Representative(s): N/A

**District Information**

District: 23 Superintendent: Mauriciere de Govia  
Superintendent's Office Address: 1665 St. Marks Ave. Brooklyn, N. Y. 11233  
Superintendent's Email Address: MDeGovi@Schools.nyc.gov  
Phone Number: 718-240-3677 Fax: 718-385-3768

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: CFN 408 Network Leader: Lucius Young

## 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)
Joseph Henry	*Principal or Designee	
Yvette Collins	*UFT Chapter Leader or Designee	
I Palesa Sadibe	*PA/PTA President or Designated Co-President	
Brenda Epps	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ophelia Nelson	DC 37/ PK-2nd	
Monica Sylvester	3-5/Chair/Staff Member	
Meltrina Covington-Stubbs	Parent/ PAC Co-chair	
Diane Dowding	Parent/ PAC-Co-chair	
Nicole Gathers	Member/Parent	
Beverly Bradley	Member/ 6-8 /Para Professional	
Yulanda Kennedy	Member/ Parent	
April Shivers	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

23K178 is a PreK-8 school located in the Ocean Hill, Brownsville neighborhood of Brooklyn with a student population of 404 students. Ninety percent of our families are Economically Disadvantaged. The school population comprises 79% Black, 18% Hispanic, 1% White, and 2% Asian students. The student body includes 6% English language learners and 20% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average student attendance rate for the school year 2013-2014 was 88%. And the average teacher attendance was 96%.

School Mission Statement:

Through a performance and standard driven curriculum, rich in a collective historical consciousness, Math and Science, P.S. /I.S. 178K will provide a community oriented educational environment, dedicated to achieving high standards of academic excellence, which will lead to individual freedom for all. Our mission has been capsulated into the following statement:

"To be the best there is the best there was; and the best there ever will be".

Strategic collaborations and special initiatives:

- ✓ Professional Development Consultants for Literacy, Mathematics and English Language Learner support: AUSSIE has provided professional learning for teachers who need additional assistance and grade level support to ensure teachers are planning and executing Common Core aligned lessons with components such as cognitively engaging tasks with appropriate scaffolds for English Language Learners and student with special needs.
- ✓ School wide positive behavior intervention support (PBIS): Positive Behavior Intervention Supports at PS/IS 178 is a means through which we will create a cooperative school climate where academic excellence is fostered through Respect and Safety.
- ✓ Honor Roll Scholars Program: Following marking periods, scholars that have earned 85% average in all subject areas are identified to be on the Honor roll. Honor Roll Scholars receive medals and certificates and are acknowledge during an assembly.
- ✓ Service Learning Events: March Into Uniforms, Walkathon, City Harvest Food Donation Drive, Toys for Tots, Recycling of bottles, papers and cans, Brooklyn Healthy School.

Strengths:

PS/IS 178 has embedded professional development into its blueprint to move teacher practice and student performance. The most growth was made in English Language Arts.

Accomplishments:

PS/IS 178 has a Boy Talk program designed to mentor young African American and Hispanic Boys. We also partner with two community based organizations: Sports and Arts and What About the Children. Both organizations help to empower our students by getting them ready for college and career. We also have a "Bully Team" which uses peer intervention to address issues of bullying among students.

Challenges:

Increasing number of families in temporary housing with patterns of chronic absences at previous schools. We have continued to expand our systems and structures to monitor and increase the attendance rate of our students. At monthly assemblies we acknowledge students with 100% attendance during the previous month and also highlight students that have continue to show improvement in attendance. Attendance Improvement Mentors (AIM) provide chronically absent students with individualized monitoring and support.

Key areas of focus for this school year are moving teaching practice and differentiating instruction.

## 23K178 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	403	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.7%	% Attendance Rate		87.6%
% Free Lunch	88.0%	% Reduced Lunch		1.5%
% Limited English Proficient	5.9%	% Students with Disabilities		18.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		78.9%
% Hispanic or Latino	17.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# 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)		9.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.2%	Mathematics Performance at levels 3 & 4		17.6%
Science Performance at levels 3 & 4 (4th Grade)	57.9%	Science Performance at levels 3 & 4 (8th Grade)		36.0%
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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	NO			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
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.

During the 2013-2014 school year, based on recommendations from the Quality Review report, teachers, administrators, and staff worked diligently to analyze the miscues from the TCRWP running records and plan strategy lessons for small groups of students. As a school, we decided that we needed to change our practices so that they consistently provide scaffolds into the curricula to ensure that all learners are engaged in challenging tasks and high levels of thinking and discussion.

### 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, 90% of teachers will improve their ability to analyze and use data as evidenced by ongoing growth on Danielson Domain 3D, using assessment in instruction.

### Part 3 – Action Plan

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

<p>impact change</p> <ul style="list-style-type: none"> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Teachers will receive professional development on how to administer and analyze the results from the Fountas and Pinnell Benchmark Assessment System</p> <p>Teachers will receive professional development on how to analyze results from the Baseline and Interim Assessments in order to drive instruction.</p>	<p>Teachers of Grades K-2</p> <p>Teachers Grades 3-8</p>	<p>August 2014-December 2014</p>	<p>Grade leaders will provide the professional development on how to utilize the assessment system, literacy consultant and grade leaders will provide professional development on analyzing miscues and creating tasks to support student growth in the areas of comprehension, and fluency.</p>
<p>Teachers will administer running records every 4-6 weeks and assist students in setting reading goals based on the results of their assessment.</p> <p>Interim Assessments are administered four times yearly in order to monitor student progress and growth.</p>	<p>Teachers of Grades K-2</p>	<p>September 2014-June 2015</p>	<p>Grade leaders, consultant and administrators will meet with teachers to analyze results and students goals. Student tasks will be created to improve student performance and teachers will revise their lesson plans to identify the strategy lessons that will be taught to small groups of students.</p>
<p>Administrators will conduct frequent observations to monitor teacher practice and student performance and provide feedback to improve instructional outcomes</p>	<p>Teachers of Grades K-8</p>	<p>September 2014-June 2015</p>	<p>Administrators will meet weekly to discuss teacher performance and areas that need improvement. Observations will be conducted and feedback will be provided in a timely manner.</p>

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**Part 4 – Resources Needed**

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

Resources needs: Funding for literacy consultant, per diem for teachers to attend professional development/inter-visitations, teacher per session for planning, Saturday professional development sessions and after school programs. Literacy by Design Intervention Kits (small group instruction)

**Part 5 – Budget and Resource Alignment**

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

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

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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 90% of our students will have moved an minimum of 2 reading levels as measured by Fountas and Pinnell Benchmark system (Running Records).50% of student s in grades 3-8 will show positive progress in ELA and Mathematics as measured on Interim assessments.

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

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

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(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.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	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.	D
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.

To support our students’ social and emotional well-being, our school utilizes a school-wide positive behavior plan and a system of rewards and consequences. Our goal is to create an environment where there are minimal disruptions and conflicts during instructional time; thus diminishing our number of incidents. We have added new staff members to our school community, and we need to ensure that they clearly understand and utilize our behavior modification systems. In order to provide them with the support needed, we have a social/emotional teacher team that will work closely with staff members to implement and sustain our school wide systems.

**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.

During 2014-2015 school year, staff members will continue to utilize our school-wide positive behavior plan and system to support our students’ social and emotional well-being; thus creating an environment where there are minimal disruptions and conflicts. In addition, new staff members will be trained and supported by the Social/Emotional Professional Learning Community on how to implement and sustain the practices of the two systems. Lastly, a committee of staff members will work closely with our CBO to provide our emotionally at-risk students additional supports and resources to address the student’s needs. By June 2015, the number of principal suspensions will decrease by 5% By the implementation of the School wide Positive Behavior Plan and systems, as evidenced by the information recorded in the OORS Management System.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Staff members will attend professional development sessions on what the school-wide behavior plan is and how it will be utilized in our school. Staff members will also be trained on how to utilize the reward system effectively.	Teachers, paraprofessionals, school aides	September 2014-October 2014	Principal and IEP teacher will facilitate the workshops and help teachers to align classroom rules to school-wide positive behavior plan.
Staff members will learn how to implement the program	Teachers	October 2014-November 2014	IEP teacher will facilitate workshops and parent coordinator will have parent session to show parents how to monitor their child's progress.
Social/Emotional Committee will monitor how the school-wide behavior system is being utilized throughout the school and support staff members who need assistance with sustaining their usage of the system	School aides, paraprofessionals, new teachers	October 2014-June 2015	Social Emotional Committee meets twice a month to analyze OORS reports and discuss incidents that have occurred. They provide staff members with strategies and next steps aligned to the two behavioral systems.
A committee of staff members and parents will work with our CBO, Sports and Arts to identify additional resources and supports to support our emotionally at-risk students.	Staff, Parents	January 2015-June 2015	Our parent coordinator will be responsible for identifying resources and supports for our students.

			Administrators ,the Dean, and committee will work closely with the families and identified students to monitor student progress.
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**Part 4 – Resources Needed**

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

Teacher per session-professional development/planning, Community Coordinator salary (Renewal School Funds)

**Part 5 – Budget and Resource Alignment**

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

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

**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 minimum of 6 principal suspensions as evidenced by the OORS Management System.

**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.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	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.

During the 2013-14 school year, teachers, administrators and staff worked diligently to align our literacy and Mathematics curriculum to the standards. Curriculum maps were created by each grade level team with the understanding that they would have to be revised during the 2014-15 school year based on the teacher’s student population. Teachers attended professional development sessions and worked after school, during their common planning periods and also during their lunch periods so that they were able to receive feedback and instructional guidance across the grades. The literacy consultant and Math consultant worked with the teachers during these sessions, assisting them in gathering additional resources to help support our students with the supports and scaffolds needed to meet the CCLS and also to improve student engagement.

### 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.

During the 2014-15 school year teachers will continue to receive targeted professional development from our literacy and Mathematics consultants to align the curriculum, including Science and Social Studies to the CCLS. They will embed necessary supports for all learners, including ELL’s and SWD’s, in order to make the content accessible to them. Teachers will meet during their planning periods, lunch time (for vertical planning) and also after school in order to collaborate with each other. By June 2015, 90% of teachers will improve their capacity to align the curriculum to the CCLS as evidenced by rigorous tasks.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Literacy and Math consultants, grade leaders and principal will facilitate professional development sessions in literacy, Mathematics and Social Studies with the teachers focused on the CCLS and how to align our curriculum to the standards.	Teachers	September 2014- November 2014	Literacy and Math consultants, Grade Leaders and principal will facilitate sessions. Grade Leaders, administrators, and facilitators will review the content of the maps and provide feedback.
Teachers will revise maps throughout the year, and embed tasks that will improve the student’s critical thinking skills and help to deepen their understanding of the content being taught.	Teachers	September 2014-May 2015	Planning sessions will be facilitated by instructional leads. Administrators will review maps and provide feedback.
Teachers will use the Social Studies Scope and Sequence to embed rigorous and common core aligned lessons and tasks to their literacy curriculum maps	Teachers	November 2014-June 2015	Assistant principal, literacy coach and literacy consultant will facilitate professional development sessions. Administrators will review maps and provide feedback.
Teachers will meet with the Mathematics consultant to differentiate tasks and provide additional supports to make the lessons accessible to our SWD’s and ELL’s.	Teachers	September 2014-June 2015	Math consultant will meet with the teachers prior to every module to create tasks and plan strategy lessons for our sub-groups. Administrators will observe teachers and provide timely feedback.

**Part 4 – Resources Needed**

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

Literacy and Mathematics consultant , teacher per-session and per diem

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		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.

By January 2015, Social Studies tasks will be added to the curriculum maps for Units 1-3 for grades 6,7 and 8.

**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).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

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

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

In order for our teachers to take ownership of the learning and growth, teachers are asked to identify professional goals that they want to achieve, aligning them with the Danielson Framework. This year, administrators have been very diligent in monitoring their growth in regards to their goals and also identifying what component of the Danielson Framework that they need more support with and providing them with that timely feedback and support.

### 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.

Teachers will participate in professional development sessions around the Danielson Framework and administrators will provide observation feedback in a timely matter in order for teachers to improve their pedagogical practices. This will lead to a score of “good” on the Elementary School Quality Snapshot in response to “How clearly are high expectations communicated to students and staff. Our score for the 2013-14 school year in response to that statement was “fair.”

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Teachers will receive training on how to utilize the Danielson Framework to improve their practice.	Teachers	September 2014-October 2014	Administrators will conduct frequent observations, have discussions and provide teachers with timely feedback
Administrators will meet weekly to discuss teacher performance and the components that teachers need to improve need to improve. Supports will be put in place for teachers, and administrators will follow up in a timely matter.	Teachers	September 2014-June 2015	Administrators will monitor to ensure that supports are in place and being utilized. Feedback and next steps will be given to teachers
Administrators will arrange for teachers to visit Effective and Highly Effective teachers to observe best practices.	Teachers	October 2014-June 2015	Administrators will monitor that best practices are being used during observations.

**Part 4 – Resources Needed**

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

Teacher per diem/inter-visitations, Implementing the Framework for Teaching in Enhancing Professional Practice(Professional Text), teacher per-session/professional development

**Part 5 – Budget and Resource Alignment**

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

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

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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, 75% of our teachers will have demonstrated improved pedagogical practice as measured by the Danielson Framework for Teaching.

**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 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.	D
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.	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.

For the 2014-15 school year, we have a new initiative called “Coffee with the Principal”. Every first Tuesday of the month is dedicated to parent workshops, which are facilitated by the teachers and the parent coordinator. We also have morning drop-off once a month, where parents accompany their children to school and spend first period with them at our Annex location.. This gives them a chance to observe the beginning of our literacy block and to also interact with the child and the teacher during instructional time. In addition, we offer various activities every month (Cook Shop, Coffee and Conversation, Family Movie Night, Student of the Month/Perfect Attendance Assemblies, Annual Community Holiday Dinner, etc.) for our parents to participate. Our goal is to have at least 10% of our parents attend all events.

### 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.

During the 2014-15 school year, teachers, educational assistants and the parent coordinator will facilitate workshops on various topics in order to increase parental involvement and engagement. The school will have a minimum of 10 workshops from September 2014-June 2015. As a result, internal surveys will demonstrate that our home/school partnerships are improving and at least 60% of our parents feel that the workshops that we offer meet their needs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The administration, teachers, parent coordinator, SLT, family worker and PA will meet to discuss ways to improve parental engagement.	Parents/Guardians	August 2014-September 2014	Administration, teachers, parent coordinator are responsible for setting up planning sessions with other members.
Meaningful activities will be built into the monthly calendar and facilitated by various members of the school community.	Parents/Guardians	September 2014-June 2015	Parent coordinator is responsible for creating and distributing the monthly calendar. She is also responsible for maintaining attendance records and agendas for the workshops.
Parent Coordinator and administrators will survey parents in order to determine if workshops are meeting their needs.	Parents/Guardians	January 2015	Parent coordinator will survey parents and use results to revise workshop plan if needed.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional materials (paper, pens, notebooks, parent involvement/engagement booklets, teacher per session/evening workshops)

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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, 60% of parents who complete survey will indicate that the workshops being offered are meeting their needs

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

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student assessments such as running records, miscue analysis, on-demand writing and results of periodic assessments are reviewed and analyzed to determine ELA intervention services required to ensure students who are not performing at proficiency levels receive AIS in a timely and effective manner.	ELA Academic Intervention Services are provided during small group instruction with guided reading programs: Literacy by Design (Grades K-8) and Leveled Literacy Intervention Grades K-8	ELA academic intervention services are provided one-to-one and during small group instruction such as guided reading and writing groups.	The Literacy Block includes an AIS period (50 minutes) scheduled Monday-Friday when a specialist or teacher pushes-in and provides additional guided instruction to small groups. In addition, specialists have scheduled intervention periods to provide literacy instruction with the program Leveled Literacy Intervention to small groups in Grades Kindergarten-Grade 6
<b>Mathematics</b>	Criteria for identifying students to receive academic intervention services in Mathematics is determined by reviewing end of modules assessment results, exit slips, etc.	Students receive intervention during Guided Math instruction delivered by classroom teacher. Students are also scheduled for a period of Math Enrichment every week with Math Specialist.	Mathematics intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during Mathematics instructional block.	Intervention services are provided during one-to-one conferences and small group instruction.
<b>Science</b>	Criteria for identifying students to receive academic intervention services in Science is determined by reviewing end of unit assessment results, exit slips, project comments, etc.	Science academic intervention services are provided to students during small group instruction guided by classroom teacher using materials and resources provided by FOSS and Delta instructional resources.	Science intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during science.10:1 Teacher – student ratio.	Intervention services are provided during conferences and small group instruction.
<b>Social Studies</b>	Criteria for identifying students to receive academic intervention services in Social Studies is determined by reviewing end of unit assessment results, exit slips, project comments, etc.	Social Studies academic intervention services are provided to students during small group instruction guided by classroom teacher using instructional materials and resources (e.g., multi-media, web-sites, text, etc.) that support concept and/or themes.	Social Studies academic intervention services are provided to students during small group instruction guided by classroom teacher using instructional materials and resources (e.g., multi-media, web-sites, text, etc.) that support concept and/or themes.10:1 Teacher – student ratio.	Intervention services are provided during conferences and small group instruction.

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Criteria for determining At-risk services are teacher/administration referrals, crisis or emergency support, additional socialization or transition support identified, mediation and conflict resolution support identified.</p>	<p>One-to-one and small group guidance and counseling sessions. ERSA Counseling is available on an as-needed basis</p>	<p>One-to-one and small group guidance and counseling sessions.</p>	<p>Group guidance and counseling sessions are scheduled once a week or as needed. ERSA counseling available on an as-needed basis</p>
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

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

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

To recruit highly qualified staff, we consult our network, network schools, consultants and staff for referrals of teachers that hold the appropriate license for the vacancy. For teachers that are not highly qualified, we offer support (e.g., opportunities to enroll in coursework, funding sources, etc.) for him/her to fulfill the requirements for the license area. In order to retain our highly qualified teachers, we offer ongoing professional development to move their teaching practice and offer opportunities for teacher leadership (e.g., grade leaders, planning and facilitating professional development sessions, family workshops, etc.

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

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

All teachers, administration, paraprofessionals and staff are afforded the opportunity to attend professional development in their specialized areas as well as areas where they need improvement. Professional development is provided for all teachers in the areas of Literacy and Mathematics by Generation Ready consultants. In addition to the professional development provided, our teachers are supported by their grade leaders and have the opportunity to collaborate with grade colleagues daily during their common preparation period. New teachers are supported by an in-house mentor and they meet a minimum of two periods a week (during school and after-school

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

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

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

N/A

**Part 4: SWP Schools Only**

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

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

Pre-Kindergarten teachers have aligned their curriculum to the CCLS. In addition, they collaborate and work closely with Kindergarten teachers when planning units and modules. Our Pre-K staff (teachers and paraprofessionals) participates in all school-wide professional development sessions and school-wide events. Grade meetings are conducted to analyze student data and identify additional supports to address student needs. Monthly workshops on early childhood development and related topics are offered to ensure parents are maintained informed on early childhood program events.

**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.

Administrators and teachers discuss and review the menu of periodic assessments and assessments aligned to the curriculum and select ones the assessments that will be administered to the students at each respective grade level. Grade level meetings and professional development sessions are conducted prior to the administration of the assessments to review administration, scoring and interpretation of assessment results.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$357,995	X	Page 10, 13, 16,18, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$91,540	X	Page 10, 13, 16,18, 21
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,954,004	X	10, 13, 18, 21

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

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

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

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

- 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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

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, 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. PS/IS178 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

school activities and student progress;

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

### **School-Parent Compact (SPC) Template**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited

English speaking parents;

- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in a classroom, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

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

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

- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

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

- Attend school regularly and arrive on time;
- Complete 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;
- As always try my best to learn.

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

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

## Part I: School ELL Profile

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

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>178</b>
School Name <b>St. Clair McKelway School</b>		

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

Principal <b>Dr. Joseph F. Henry</b>	Assistant Principal <b>Lorenzo Soleyn</b>
Coach <b>ELA Yvette Collins</b>	Coach <b>MATH Millicent Sharpe</b>
ESL Teacher <b>Dolores Cocco</b>	Guidance Counselor <b>Marcela Colmore</b>
Teacher/Subject Area <b>Monica Sylvester</b>	Parent <b>Dianne Dowding</b>
Teacher/Subject Area <b>Idalia Jones-Maxwell</b>	Parent Coordinator <b>Priscilla Davis</b>
Related Service Provider <b>Cristel Azuba Barnum</b>	Other <b>SPEECH Sharon Lord</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>NOV. 15, 2013</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>598</b>	Total number of ELLs	<b>42</b>	ELLs as share of total student population (%)	<b>7.02%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	13	7	6	4	3	3	2	1	3					42
SELECT ONE														0
<b>Total</b>	<b>13</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	32	0	2	9	0	4	1				42

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	32	0	2	9	0	4	1	0	0	42
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	5	5	3		1	2	1	3					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	2		2									9
<b>TOTAL</b>	<b>13</b>	<b>9</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2							2
Intermediate(I)				1	4	2	1	1	1					10
Advanced (A)		7	2	2										11
Total	0	7	2	3	4	2	3	1	1	0	0	0	0	23

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		2		1		5
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOC tool](#))  
**At this time NYSESLAT MODALITIES ARE NOT AVAILABLE.**
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?**Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
**Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services, as well as whether to consider a referral for special education services.**
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
**Paste response to question here:**
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?**NA**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**NYSESLAT/ELA/MATH attributing to the use of the curriculum of SANTILLANA SPOTLIGHT ON ENGLISH, SCOTT FORESMAN ESL, MILESTONE 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 the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  - 1- These are the steps followed for the initial identification of those students who may possible be ELLs:  
**The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to PS178. The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English.**  
**Home Language Identification Survey**  
**When parents first enroll their child in a school, the school ESL teacher must administer the Home Language Identification Survey (HLIS) to determine the child’s home language, as part of general intake procedures.**  
**The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child.1**  
**A licensed pedagogue (e.g., the school’s ELL teacher) must complete the HLIS form with the parent and ensure entry of this information in the designated ATS screen.**  
**Completed HLIS forms must be placed in the student’s cumulative file and remain a part of the student’s permanent record.**
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  - 2- Various structures implemented at PS178, to ensure that Parents understand all three programs choices. In the beginning of the

school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices i.e. Transitional Bilingual Education, Dual Language or Freestanding ESL programs. They are advised that St. Clair McKelway only offers a Freestanding ESL program, however the guidance department in conjunction with the ESL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training, such as ARIS. Also, parents are informed of Regional presentations, by ESL teacher and Parent Coordinator.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3- The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ESL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ESL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed, returned and entered on the ELPC.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4- The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:

- \* The Home Language Identification Survey (HLIS)
- \* Students test results from the LAB-R
- \* Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter.
- \* For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance counselor, Assistant Principal and ESL teacher collaborate to provide assistance in locating an appropriate school.
- \* Students are placed in the ESL instructional program at PS178K.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

\* Using the NYSESLAT guidelines, the ESL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined below. They are;

\* The ESL teacher and a second teacher will evaluate the students in Speaking and Writing. However the ESL teacher does not evaluate or score students, that is the responsibility of the second teacher.

\* The ESL teacher evaluates the students' Reading and Listening.

\* Affidavit and scoring documents are signed.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

After reviewing the Parent Survey and Program Selection forms, reported into the ELPC, the trend over the past few years, most of the parents have chosen the Freestanding ESL program offered at PS178K. The program model offer at PS178K is in alignment with parental requests, which is the Freestanding ESL program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The instruction organizational model at PS178K is delivered using;

a) Our students are serviced using the Freestanding ESL Pull-Out model.

b) The ESL Pull-Out program model is instructed in an ESL classroom in heterogeneous (mixed proficiency levels) groups of no more than 10 students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154.

a) The CR Part 154 mandates are addressed in the instructional plan for language development. In our Freestanding ESL Pull-Out model uses Beginner and Intermediate students receive two fifty minutes periods of ESL instruction daily. Advance students receive one fifty minute period of ESL instruction daily in addition to 90 minutes of ELA received in their general education classes.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The English language acquisition is emphasized in the content areas. All classes are delivered in English using ESL strategies such as Total Physical Responses. The ELL students participate fully in the Literacy, Math and other content areas programs with the General Education population. Teachers make use of resources in each of these core programs to target the specific needs of ELLs. Much of this work includes vocabulary development, conversation with peers, and use of ancillary resources to support understanding (e.g. picture dictionary).

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

NA

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

The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students use the ReadyGen, Go Math on the elementary level. At the middle school level they use Scholastic-CodeX and Connected Math. In addition to the Santillana Spotlight on English. In addition, they have access to the Internet, dictionaries and Graphic Organizers.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

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

Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Santillana Spotlight on English, Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme. Also Internet instructional websites, games, flashcards, puzzles are used for differentiation of instruction.

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

Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Santillana Spotlight on English, Scott Foresman ESL textbooks levels 1, 2, 3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme. Also Internet instructional websites, games, flashcards, puzzles are used for differentiation of instruction along with pictures.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

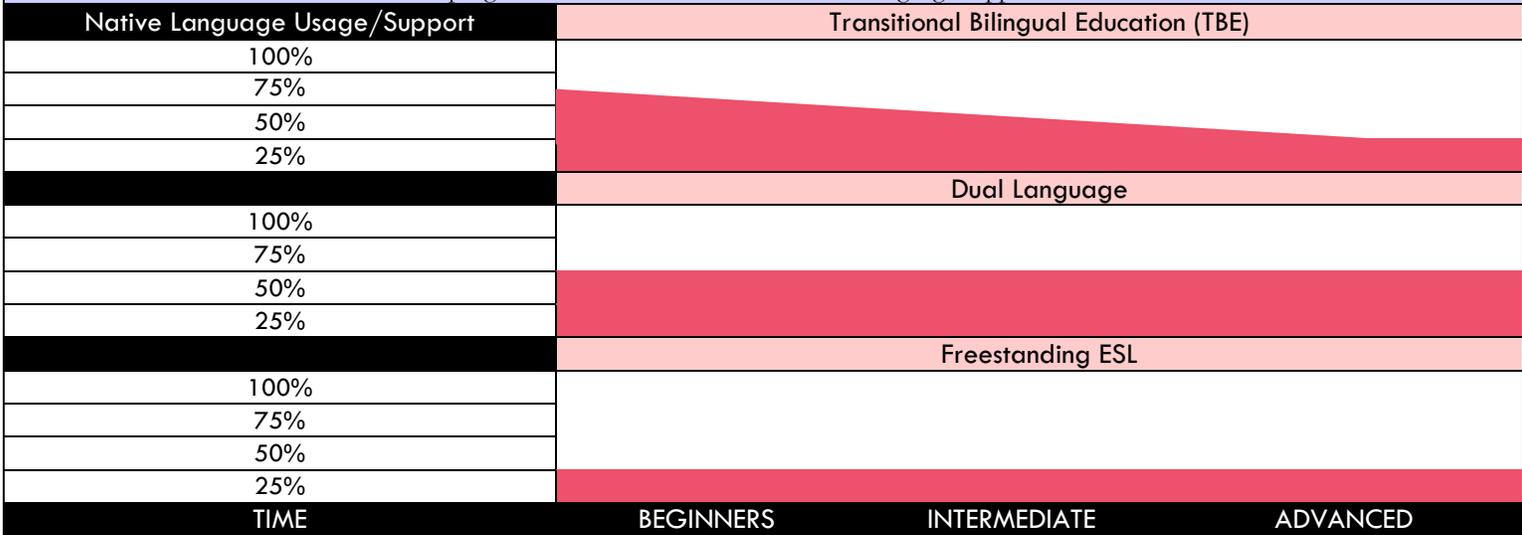
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The ESL classes at PS178K are closely tailored to suit students rigorous, engaging and coherent curriculum aligned to CCLS need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas. The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (curriculum maps, pacing calendar, use essential questions when planning, level of text used in the classrooms, leveled classroom libraries, technology and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL teacher talk to teachers in the other content areas to make sure that students are comfortable. In addition, our transitional students will continue to receive support from the ESL teacher in our after school program and After School Title III Program. These students will also receive their mandated test accommodations for 2 years if needed.
11. What new programs or improvements will be considered for the upcoming school year?
- All programs will remain the same in our school.
12. What programs/services for ELLs will be discontinued and why?
- All programs will remain the same in our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs at PS178K are involved in the majority of the school's after school activities and the Title I after-scholl program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To meet the needs of ELL students, we use Santillana Spotlight on English, the Scott Foresman reading program that has an ELL component as part of the instructional materials resources. Ready Gen, Go Math for the elementary classes as part of the CCLS. Scholastic and Code X for the middle school (CCLS). Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses Technology games and activities for enrichment that helps to prepare students for the standarized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the ESL instructional model, the students are allowed to use Spanish/English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support, and resources correspond to ELLs age and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive and additional hour and a half of instruction using differentiated methods such as computers, art, Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.
18. What language electives are offered to ELLs?
- In our school, the language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

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.

On-going professional development is provided by the CFN408 Network Team, DOE, Office of ELLS for all teachers.

The ESL teacher participates On-going professional development that is provided by the CFN408 Network Team, Office of ELLS and UFT.

The ESL teacher provides support to content area teachers to help the students as they make the transition from elementary to middle school.

As per Jose P., the ESL training is done throughout the school year for all the staff in excess of the required 7.5/10 hours per year during common preps, study groups and monthly professional development conferences. The main focus is how to address the needs of our ELLs students in the content area of instruction.

## D. Parental Involvement

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

1- In accordance with the school's Parental Involvement Policy, the school provides full opportunities for parental participation of parents with limited English Proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title1), Parent-Teachers Association and the Learning Leaders program. These groups are open to all parents, and meet regularly to discuss and support programs that enhance the school environment.

PS/IS 178 has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents in the education of their children, and in the school community. When parents need translation services, the PC can enlist the aid of Learning Leader volunteers, family workers and staff to assist. For parents with disabilities, family workers can make home visits where needed to disseminate information.

2-Through our Parent Coordinator, and ELL teacher, workshops have been provided by city agency and community-based presenters to assist parents of ELL's with immigration issues, school issues, and obtaining job and health information. Our PC will make arrangements for the representatives to come to the school to present to parents.

PS/IS 178K supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by PS/IS 178K:

- Parent Math and Literacy Development
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- Public Library Programs
- School-based Support services
- Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, Math and Literacy Coaches) in planning and implementing effective Parent Involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- Provide a Parent Room in which Parents feel welcomed and can be used to coordinate Parent Involvement activities (PTA,PAC, Room 202.)
- Provide resources for family outreach to assist and inform Parents, and involve them in the School Community.

3- The needs of parents are evaluated via in-house parent survey, in addition to DOE survey results. Our ELL teacher maintains an on-going rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies can be created or altered to address a specific issue that arises.

4- Programs at PS/IS 178 allow parents to be informed of programs that can benefit their children, and allow them to assist in their education. Our After School Academy program strives to make the parents of our ELLs feel welcome not only in the school, but to the United States and local New York City culture. They were able to come in and work with their children and learn with them. These activities strengthened the bonds between the home and school,giving parents an opportunity to share their culture with others in a comfortable space.

### **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: **ST. CLAIR MCKELWAY SCHOOL**

School DBN: **23K178**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DR. JOSEPH F. HENRY	Principal		11/15/13
LORENZO SOLEYN	Assistant Principal		11/15/13
PRISCILLA DAVIS	Parent Coordinator		11/15/13
DOLORES COCCO	ESL Teacher		11/15/13
DIANNE DOWDING	Parent		11/15/13
MONICA SYKVESTER	Teacher/Subject Area		11/15/13
IDALIA JONES-MAXWELL	Teacher/Subject Area		11/15/13
YVETTE COLLINS	Coach		11/15/13
MILLICENT SHARPE	Coach		11/15/13
MARCELA COLMORE	Guidance Counselor		11/15/13
NA	Network Leader		1/1/01
CRISTEL AZUBA BARNUM	Other <u>REL. SERV. PROV.</u>		11/15/13
SHARON LORD	Other <u>SPEECH PROVIDER</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01

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

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

DBN: **23K178** School Name: **ST. CLAIR MCKELWAY SCHOOL**

Cluster: **CHRIS GROLL** Network: **CFN408**

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

**Part A: Needs Assessment Findings**

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

First an assessment of written translations was conducted by reviewing the CR Part 154 report. Then a needs survey was conducted.

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.

Our survey indicated that 32 students at PS/IS178K are receiving ESL services in a pull-out program. This number includes children who tested out of the program but are receiving 2 years extended support. The majority of our ELL students 18 (3%) are Hispanic, with Spanish being the spoken language. The following languages were identified in the survey:

LANGUAGE	No. SPEAKING LANGUAGE	% OF DEMOGRAPHIC
Spanish	18	3.01
Fulani	7	1.16
Arabic	1	0.16
Haitian Creole	5	0.83

## Part B: Strategies and Activities

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

ELL students at PS/IS 178K receive 360 minutes of ESL instruction on a daily basis in a pull-out program. The majority of our ELL students, who are in grades K-8 are Hispanic; one speaks Arabic, seven speak other African languages (ie. Fulani), and five speak Haitian Creole. All documents, letters and communication with parents are translated into the required languages on a daily basis. Two paraprofessionals, two and the ESL teachers provide Spanish translation services for parent notices and meetings. Our Haitian Creole, Arabic and Fulani speaking families receive translation from DOE online services. The Parent Bill of Rights and other forms are available and provided to parents in all languages as the need arises.

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.

All documents, letters, and communications with parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, and cafeteria staff have been informed of the translation/interpretation needs of the students speaking Fulani, Haitian Creole and Arabic. The name and extension of a parent volunteer interpreter was also provided.

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>.

All documents, letters, and communications with the parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, school aides and cafeteria staff have been informed of the translation/interpretation needs of the students speaking Fulani, Haitian Creole and Arabic. The name and extension of a parent volunteer interpreter was also provided.



## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School:	DBN: 23K178
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

\*The Title III program at PS/IS178K, is an academic supplemental services program designed to provide support to our ELL students and their parents. We want our immigrant families to feel welcome and a part of our school, and in New York City.

\*The program will reinforce skills across the major academic areas (ELA, MATH, SCIENCE AND SOCIAL STUDIES), while preparing the students for New York State exams including the NYSESLAT. Hands on activities will be used such as ethnic cooking, art, music and games. Field trips will be organized for students, as well as a culminating trip at the end of the program which include their parents. Students will also have the opportunities to access technology through the use of laptop computers and educational software. Students will be able to read, write, and listen with the support of our certified ESL teacher. Our instructional program contains a parent involvement piece which will strengthen the home school connection, and help our immigrant community improve their English skills while learning more about New York City, and wealth of cultural activities that exist. In addition, with the assistance of our Parent Coordinator, a workshop will be scheduled to give parents information on immigration status/citizenship, and other related issues.

\*Students will have experiences using the English language through hands-on activities and grade appropriate small group work after school. They will be assisted by technology through the use of laptop computers and educational software. Field trip activities will help students apply skills and learn more about their city's culture. Data from the NYSESLAT, LAB-R, periodic assessments for Differentiated Instruction, along with classroom teacher input and observation will guide program teachers in setting learning goals for students.

\*Our target population includes our current 30 ELL students, which includes long-term students in both general and SWD. This also include newcomers, SIFE and proficient ELL's.

\*English is the language of instruction. Instructional strategies include English language acquisition. Extensive use of scaffolding, modeling, and graphic organizers.

\* The Title III After School Program will have two teachers providing English instruction (1 ESL and 1 Content Area/CB teacher to ELLs and former ELLs. One supervisor will oversee the program and will be paid at supervisor per session rate for the duration of the program.

\*Types of instructional materials that will be used in addition to supplement are educational software, Santillana, Spotlight on English, educational games and supplies.

### Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here:

\*The two Title III participating teachers will meet for Professional Development during the week in a study group of one hour each per week for the duration of the program to develop the Title III curriculum and plan accordingly to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas. Both participating staff members will be paid at teacher per-session rates. In addition they will attend to Professional Development provided by the OELL, CFN 408, an in house ESL teacher.

\*The program will commence in January 2014 for 20 weeks and be held After School from 3.30 PM to 5:00 PM on Tuesday and Wednesday ending in June 2014.

\*Topics to be covered will be align with the ELA, MATH, SCIENCE AND SOCIAL STUDIES current class CCSS Curriculum.

\*The Title III Program teachers, as well as other staff responsible for delivering instruction and services to ELLs will be attending Professional Development provided by the OELL, CFN408 and in house ESL teacher.

### Part D: Parental Engagement Activities

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

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

Begin description here:

\*In addition to mandated activities, such as parent orientation during the ELL identification process, our Title III program contains a parent involvement piece which strengthen the home school connection with the CCSS, and help our immigrant community improve their English skills while learning more about New York City, and the wealth of cultural activities that exist.

\*One field trip to a cultural event will be organized for parents only.

\* In addition, with the assistance of our Parent Coordinator, a workshop will be schedule to give parents information on CCSS, the new standarized ELA/MATH test, Immigration status/citizenship, and other related issues suggested.

\*Parents will be notified of these activities via letters, fliers and phone calls.

### Part E: Budget

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

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

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