



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

19K202

School Name:

ERNEST JENKYNS

Principal:

MACHAEL SPENCER EDWARDS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ernest Jenkyns School Number (DBN): 19K202
School Level: Elementary Grades Served: PreK-5 and Grade 8
School Address: 982 Hegeman Avenue, Brooklyn, New 11208
Phone Number: 718 649-7880 Fax: 718- 923-2173
School Contact Person: Machael Spencer Edwards Email Address: Mspence6@schools.nyc.gov
Principal: Machael Spencer Edwards
UFT Chapter Leader: Alison Shepherd
Parents' Association President: Tonya Barrett
School Leadership Team
Chairperson: Mary Green
Student Representative(s): N/A

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, New York, 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 535 Network Leader: Ellen Padva

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)
Machael Spencer-Edwards	*Principal or Designee	
Alison Shepherd	*UFT Chapter Leader or Designee	
Tonya Barrett	*PA/PTA President or Designated Co-President	
Daisy Morales	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	
Robyn Hawkins-Julian	Parent Coordinator	
CarylIn Green	Teacher	
Elaine Stribling	Teacher	
Carole Yarde	Teacher	
Ramona Courton	Teacher	
Asha Herbert	Parent	
Joanne Rivera	Parent	
Jeanine Boor	Parent	
Gregory Grant	Parent	
Geraldine Khan	Parent	
Meneva Larence	Parent	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Contextual Information:

PS 202 is located in the East New York section of Brooklyn in a residential neighborhood. Our school serves an ethnically diverse population of 558 students in Grades Pre-K through Grade 5 and Grade 8. All classrooms in our school are heterogeneously grouped. ELL students are serviced in a free-standing, full-time ESL program. Special needs students are serviced in self-contained classes, ICT classes, SETTS, and the IEP Team.

The school population comprises 59 % Black, 37 % Hispanic, 2 % White, Native American 1% and 1 % Asian students. The student body includes 9 % English language learners and 17% special education students. Boys account for 49.82% of the students enrolled and girls account for 50.18%. The average attendance rate for the current school year 2014 - 2015 is 91.8%.

Our mission statement is "Bringing Excellence to Students, we believe in the inherent greatness of our students. We strive to bring out the best in our scholars, athletes, musicians, and artists. We believe in empowering students to work hard toward meeting their goals."

The following committees inform our collaborative work: Safety Committee, IEP team, Pupil Personnel Team, Attendance Committee, Building Response Team, School Leadership Team, Professional Learning Team, MOSL Team, Instructional Cabinet/Inquiry Team, teacher inquiry teams, UFT Consultation Committee, Parent Association, and Student Council.

After analyzing data from ELA and Math assessments, Quality Reviews, and DTSDE tenets we have identified school structures for improvement. Our academic focus areas are: reading comprehension, writing, math problem solving, and attendance and punctuality improvement.

19K202 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	553	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.7%	% Attendance Rate			86.9%
% Free Lunch	92.7%	% Reduced Lunch			2.6%
% Limited English Proficient	6.7%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			60.6%
% Hispanic or Latino	37.0%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.67	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.23
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.0%	Mathematics Performance at levels 3 & 4			11.2%
Science Performance at levels 3 & 4 (4th Grade)	61.5%	Science Performance at levels 3 & 4 (8th Grade)			18.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

19K202 School Information Sheet Key

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.7%	% Attendance Rate			86.9%
% Free Lunch	92.7%	% Reduced Lunch			2.6%
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% American Indian or Alaska Native	0.9%	% Black or African American			60.6%
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Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.67	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.23
Student Performance for Elementary and Middle Schools (2013-14)					
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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Types and Number of Special Classes (2014-15)					
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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	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.	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.

Our Quality Review 2014 indicated the following areas that our school does well:

- Teachers and school leaders routinely plan and effectively implement units of study aligned to Common Core Learning Standards (CCLS) in order to ensure student engagement and promote coherence across grades.
- The school promotes higher order thinking by using Bloom’s Taxonomy to engage students in rigorous lessons and in their developing logical arguments by citing text based evidence.
- Teachers are refining curricula to ensure that all learners have access to the curriculum by analyzing data of post-assessments to inform new units of instruction.

Our needs are based on the DTSDE tenet recommendation for SOP 3.3 and the Quality Review 2014. In order for our school to move to a Highly Effective rating, we must ensure that teachers across grades meet in common planning sessions weekly to develop lesson and unit plans that align with CCLS and include sequenced scaffolds and supports for all students and subgroups, rigorous materials, and analysis of student work and rubrics to consistently monitor and adjust curricular, and ensure complex thinking and questioning leading to improved student outcomes.

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 align curricula to CCLS and the Instructional Shifts, to include rigorous tasks and critical thinking to meet the needs of all students as reflected in lessons and unit plans.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Our research-based systems and structures will be focused on professional learning integrating Bloom's Taxonomy, and Hess' Cognitive Rigor Matrix. We will ensure that teachers are provided with the professional learning that is needed on a weekly basis to meet with the coach to analyze students' data and develop differentiated and rigorous student supports to ensure improved student outcomes. • Classroom libraries will be replenished in order to ensure that we have varied genres of books that promote student choice, a love for reading, and leveled, challenging texts that raise the level of rigor and thinking across all grades. (Fountas & Pinnell) • School leaders will conduct regular walkthroughs and informal observations (Danielson) to check for classroom implementation and give teachers timely feedback so that they can reflect on their practices to include more rigor and critical thinking tasks for students. 	All Teachers and All Students	On-going from September 2014-June 2015	Administrators and Coach, Network Support Personnel
<ul style="list-style-type: none"> • All teachers will implement differentiated and rigorous instruction to support and scaffold student subgroups. • Teachers will meet to plan daily/weekly lessons and units that are aligned to curriculum and CCLS; and adapt curriculum to meet student needs based on formative and summative data. • Teachers will implement strategies and skills lessons in their daily modeling and conferences with students. • A comprehensive school-wide assessment calendar will be created and teachers will continue to be trained in understanding data, and creating differentiated learning targets and goals. 	All Teachers and All Students; including subgroups	On-going from September 2014-June 2015	Administrators and Coach, Grade Leaders
<ul style="list-style-type: none"> • Parent involvement will increase through: workshops to support parents in sharing responsibility for improved academic achievement through participation and communication; opportunities for parents to become involved; progress reports with feedback about their children's' learning outcomes; and opportunities for parents 	All Teachers	On-going from September 2014-June 2015	Parent Coordinator, Parent Association, Administrators

to visit their child's classroom to observe instruction and how their children learn.			
<ul style="list-style-type: none"> Weekly teacher team meetings develop collaboration and trust among teachers and staff sharing teaching practices and students work outcomes. Parental visits to classes strengthens school-families connections <p>Teachers confer with individual students to support and guide them in moving toward their next learning steps.</p>	All stakeholders	On-going from September 2014-June 2015	Administrators and Staff

Part 4 – Resources Needed

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

- Per diem rate coverage for teachers to participate in Intervisitations to see DOK lessons and classrooms
- Per session rate for teachers to participate in DOK study groups.

Part 5 – Budget and Resource Alignment

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

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

N/A

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.
 - January 2015 Administrative observation of classroom instruction using Danielson: 50% of staff will have been visited during classroom instruction and received feedback from school leaders.
 - January 2015 Units of study that exhibit Understanding by Design (UBD) precepts: teachers will pilot the same unit of study in each grade and teacher teams will assess and refine.
 - February 2015 Improved performance of identified subgroups as evidenced by interim assessments
 - February 2015 Increased attendance at parent and family programs

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The following are areas that our school does well:

- The use of data from various support systems (attendance data, teacher observations, and other systems) to identify students in need and provide resources to support social and emotional development.
- The school community works together to foster a sense of community, ownership, and social and emotional supports through rewards programs that support the school’s vision through highlighting student attendance, academic success, citizenship, and other attributes.
- As a school community, integral stakeholders meet regularly to discuss students’ social and emotional well-being using anecdotes, data, and teacher feedback. Through this structure they provide social and emotional support and resources that address the students’ needs.

Our needs are based on the DTSDE tenet recommendation for SOP 5.2. In order for our school to move to a Highly Effective rating, we must adopt a coherent program and/or curriculum that will enable us to facilitate effective teaching to students with social and emotional development needs that includes each student being well known by staff. Staff must also receive professional training to identify students at risk and address their social and emotional needs through targeted instruction and interventions to increase capacity and provide a safe and healthy environment.

Part 2 – Annual Goal

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

By June 2015, the school will develop a professional learning plan to train all teachers to identify and monitor the progress of at-risk students and provide social and emotional supports to meet their needs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Our research-based structure will be to implement College and Career Day activities to promote college and career readiness, trips to college campuses and invited speakers. • Introduction and implementation of Overcoming Obstacles curriculum into our instructional lesson and unit plans. • Develop an RTI inquiry team to analyze and develop a systematic approach to monitor the social and emotional progress of each student • Utilizing and disaggregating data to monitor systems in attendance, suspensions, and other social and emotional health components that are used to support students and access effectiveness and progress. 	<p>All Teachers and All Students</p>	<p>On-going from September 2014-June 2015</p>	<p>Administrators, Network Support Personnel, and Coach</p>
<ul style="list-style-type: none"> • Strategies we will utilize to address the needs of our SWDs, ELLs, and other high need student subgroups will include afterschool programs specifically targeted to SWDs, ELLs, as well as high achieving students. • Computer assisted programs and resources for SWDs, ELLs and other targeted groups of students. 	<p>All Teachers and All Students</p>	<p>On-going from September 2014-June 2015</p>	<p>Administrators and Coach</p>
<ul style="list-style-type: none"> • Ongoing, year-long recognition of students through award ceremonies, certificates and incentives for improvement in targeted areas such as attendance, honor roll, community service, citizenship and other key social areas. • Monthly and bi-monthly School Attendance meetings to review attendance data, analyze trends and review patterns, which will result in a systematic approach to attendance improvement and communications with families. For example, phone calls, home visits, and parent meetings will be critical components of our work with families. 	<p>All Teachers and All Students</p>	<p>On-going from September 2014-June 2015</p>	<p>Administrators and Coach</p>
<ul style="list-style-type: none"> • Training for all staff in classroom management and behavioral management to improve staff-student trust and relationships • Opportunities for student voice and student choice • Transitional Supports (elementary to middle, middle to high 	<p>All Teachers, All Students and Families</p>	<p>On-going from September 2014-June 2015</p>	<p>Administrators, Guidance Counselor and Coach</p>

<p>school)</p> <ul style="list-style-type: none"> Effective use of school counselor to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in ASCA standards. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work. 			
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Part 4 – Resources Needed

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

- Per session for afterschool program
- Cost of computer assisted programs and materials.
- Per session for attendance team outreach.
- Team meetings of administrators, guidance counselor, and support staff for data analysis and planning of interventions for at-risk students
- Guidance counselor schedule includes small group meetings with at-risk students.

Part 5 – Budget and Resource Alignment

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

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

N/A

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.
- February 2015 Review of guidance counselor log/evidence of support given to at-risk students.
- February 2015 Observations of student groupings in classroom lessons for identified sub-groups
- February 2015 Attendance at afterschool programs, administrative monitoring of utilization of technology and resources for SWD's and ELL's
- February 2015 Use of data to define interventions for at-risk students.

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

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

Section 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.	E
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.

Our Quality Review in 2014 indicated the following areas the school does well:

- Teachers align lesson and unit plans to CCLS and learning standards with students needs in mind to create, revise and refine student goals.
- Teachers revise and refine their lesson plans that include flexible groupings and multiple entry points for varied learners.
- Lessons are crafted for students that embed questioning and discussion techniques to enhance the level of student engagement and inquiry.

Our needs are based on the DTSDE tenet recommendation for SOP 4.5. In order for our school to move to a Highly Effective rating, teachers must use a variety of data, including formative, interim and summative assessment results, to guide their instructional plans and adjust student groupings. Additionally, teachers need to use frequent and timely feedback to students through formative assessments (exit slips, conferencing with students, etc.) that will provide students with next steps so that students learn to reflect and assess their own progress.

Part 2 – Annual Goal

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

By June 2015, 80% of teachers will use formative and summative data to create rigorous lesson plans with

multiple entry points and differentiated tasks and engage students in meaningful learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • The use of one-on-one lesson feedback sessions (Danielson) will provide individualized professional support to teachers using Danielson’s Framework for teaching competencies. We will use instructional coaches, network support, and administrative support to ensure effective pedagogical practices, including using data to design differentiated instruction. 	All Teachers and All Students	On-going from September 2014-June 2015	Administrators and Coach
<ul style="list-style-type: none"> • The specific needs of subgroups, ELLs, SWDs, as well as other identified student groups, will be addressed by teachers collaborating on instructional practices by refining lessons and activities based on student work and current data, student engagement and questioning and accountable talk, and use of rubrics. 	All Teachers and All Students	On-going from September 2014-June 2015	Administrators, Teachers, and Coach
<ul style="list-style-type: none"> • The school will develop an ongoing collaborative relationship where parents will be able to observe instructional practices in the classroom to foster a greater understanding of CCLS and how students learn and teachers teach. 	All Teachers and All Students	On-going from September 2014-June 2015	Administrators and Coach
<ul style="list-style-type: none"> • Facilitate goal setting by teachers based on their self-reflection and choices. • Facilitate teacher-to-teacher inter-visitations, PD sessions, and formative classroom observations by school leaders. • Provide Professional Development through the CFN, research literature, and other media. • Principal and Assistant Principals will conduct informal and formal observations in a systematic, structured approach for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback. • Each teacher will meet with his/her instructional supervisor to identify individual teacher goals based on 	All Teachers and All Students	On-going from September 2014-June 2015	Administrators, Network Support Personnel and Coach

<p>the selected teaching framework he/she chooses.</p> <ul style="list-style-type: none"> Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles; beginning of year, mid-year, and end-of-year feedback session. Teacher-supervisor ongoing conversations around practice will be in place. 			
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Part 4 – Resources Needed

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

- Schedule of observations, school individualized professional learning plan created and monitored.
- Individual meetings with teachers within the school day and visits from the talent coach.
- Team meeting scheduled time.
- Scheduled individualized professional learning opportunities for teachers centered on Danielson Framework for teaching competencies.

Part 5 – Budget and Resource Alignment

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

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

N/A

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.
- February 2015 Track teachers’ progress through regular cycles of teacher observations on the Danielson Framework
- February 2015 Track teachers’ progress toward their professional goals relating to instructional practices
- February 2015 Monitor agenda/minutes of scheduled weekly team meetings
- February 2015 Complete 2nd goal meeting between individual teachers and supervisors

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	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.

Our Quality Review in 2014 indicated the following areas the school does well:

- The principal has developed systems and structures that support the school's instructional goals in order to achieve success in meeting students' needs.
- The principal has established data based goals that are linked to student growth and monitors and evaluates progress through ongoing tracking, revising plans as needed in response to adult and student learning trends.
- The principal collaborates with all school constituents to establish a vision for school improvement.

Our needs are based on the DTSDE tenet recommendation for SOP 2.2. In order for our school to move to a Highly Effective rating, school leaders and stakeholders must implement a plan to ensure that there is clear and timely communication of our school mission and school goals to all stakeholders.

Part 2 – Annual Goal

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

By June 2015, principal shares school mission and goals with teachers and parents through parent workshops, staff professional learning and monitoring classroom instruction as evidenced in a minimum of 3 parent workshops and 3

professional learning sessions per year and classroom observations that reflect rigorous 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Professional Learning for teachers (<u>Bambrick-Santoyo, Leverage Leadership</u>.) will include collaborative work around the school mission and school goals, including rigorous instruction and engagement for all learners. Teachers will examine baseline and ongoing data from several sources to create action plans that are rigorous and engaging for targeted students. • Teachers will develop scaffolded instruction and tiered interventions (RTI) for SWD’s, ELL’s and other subgroups that will address their needs, increase engagement, and give the support necessary for student achievement, for example, small group instruction, peer interventions, and after school programs. • Following the research of Nancy Love, <u>Using Data to Improve Learning for All Students</u>, our teachers will track and use the results of formative assessments, items skills analysis, by creating class data spreadsheets that profile students’ progress. 	Administrators, parents, teachers, and students	On-going from September 2014-June 2015	Administrators and Coach
<ul style="list-style-type: none"> • Differentiated instruction/flexible grouping-small group instruction for all learners, including SWDs and ELLs.. • Individual, partner, and group work that generates meaningful work products. 	Administrators, parents, teachers, and students	On-going from September 2014-June 2015	Administrators and Coach
<ul style="list-style-type: none"> • Parent meetings and school communications will inform them of the school’s mission and school goals. • Parent workshops will aid parents in understanding the CCLS for their children’s grade and subject areas, and will include ways for parents to help their children at home. 	Administrators, parents, teachers, and students	On-going from September 2014-June 2015	Administrators, Parent Coordinator and Parent Association members
<ul style="list-style-type: none"> • Ongoing professional development will develop trust and team emphasis on working together on our common goals. • Continual revision of curriculum practices during common planning meetings will build relationships as staff and 	Administrators, parents, teachers, and students	On-going from September 2014-June 2015	Administrators and Coach

<p>administrators ensure that curriculum reinforces our school goals, including rigorous instruction and engagement for all learners.</p> <ul style="list-style-type: none"> Parents will be invited to visit classrooms to see instruction to extend their understanding of our goals. 			
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Part 4 – Resources Needed

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

- Scheduled time during the school day for professional development
- Intervisitations to partner schools to see best practices in pedagogy.
- Schedule of observation cycles to be completed by each supervisor, including timely feedback to each teacher with specific recommendations for improvement and professional growth.
- Support for teacher teams through scheduled time throughout the school day

Part 5 – Budget and Resource Alignment

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

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

N/A

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.
- February 2015 Minimum of 2 parent workshops focused around school mission and school goals.
- February 3025 Minimum of 2 professional learning meetings focused on designing curriculum to achieve school mission and school goals, with a particular focus on rigorous lessons and engagement and multiple entry points for all learners.
- February 2015 Observation of implementation of school mission and school goals and Professional Learning Plan in classroom practices in the Danielson competencies
- February 2015 Tracking progress of teachers in the Advance online web application; feedback conferences on a timely basis, documented online using the Advance web application

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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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?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The following are areas our school does well:

- Progress reports for families to have conversations around student progress and performance
- School Messenger, and various outreach practices invite parents to events and to work on PA and SLT.
- Develop parent workshops in conjunction with the parent coordinator that are aligned to CCLS, instructional shifts and systems and structures
- Parent coordinator and staff improve parent involvement making phone calls and sending notices to homes.
- Weekly Tuesday parent engagement activities in which teachers schedule meetings with parents/guardians to discuss progress and give parents strategies to implement at home. Teachers also make phone calls to deliver positive news and improvements in classroom instruction, behavior and attendance.
- Open door policy for parents to articulate with school administrators.
- Parent volunteers who, after proper screening, assist in cafeteria, auditorium, arrivals and dismissals, and in classrooms to work collaboratively within the school community to build a positive school environment.
- Implementation of a ‘Community Garden’ in conjunction with the Parks Department to have parents, teachers and students work on beautifying the exterior of the school grounds
- Implementation of the ‘Bike NY’ program, which will promote healthy living, exercise and activity. This program also highlights key landmarks and scenery in the community through bike riding in the community.
- Implementation of a new initiative entitled, ‘A Walk In Your Child’s Footsteps,’ which is a monthly program

where parents come to their child’s classroom to observe the teaching and learning taking place and support the home to school collaboration and connection.

- Emphasize reading through our Scholastic Book Fair and MyOn.

Our needs are based on the DTSDE tenet recommendation for SOP 6.4. In order for our school to move to a Highly Effective rating, school leaders and stakeholders must provide professional development for staff in parent engagement in academic, social and emotional growth of students. It is important that staff know and maintain strong connections with the families of our students.

Part 2 – Annual Goal

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

By June 2015, the school will increase parent engagement and involvement by 10% and provide staff and parents with essential training to strengthen school-family connections and support parents in participation in school planning, decision making, and classroom supports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Based on Karen Mapp, <u>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</u>, train staff and implement constructive and inclusive activities for parents in our school. • 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. 	<p>Administrators, parents, teachers, and students</p>	<p>On-going from September 2014-June 2015</p>	<p>Administrators and Coach</p>
<ul style="list-style-type: none"> • Hosting educational family events/activities ensuring outreach and attendance of ELLs and SWDs parents, during Parent-Teacher Conferences and throughout the school year • Holding an annual Title I Parent Curriculum Conference 	<p>Administrators, parents, teachers, and students</p>	<p>On-going from September 2014-June 2015</p>	<p>Administrators Parent Coordinator, and Parent Association members</p>
<ul style="list-style-type: none"> • Establish a Parent Resource Center/Area or lending library; instructional materials for all parents 	<p>Administrators, parents,</p>	<p>On-going from</p>	<p>Administrators, Parent</p>

<ul style="list-style-type: none"> Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee 	teachers, and students	September 2014-June 2015	Coordinator, Parent Association members, and Coach
<ul style="list-style-type: none"> Support and host Family Day events New Parent Orientation/Open House for Parents Awards ceremonies and special presentations at Parent Association meetings Encourage more parents to become trained school volunteers 	Administrators, parents, teachers, and students	On-going from September 2014-June 2015	Administrators, Parent Coordinator, Parent Association members, and Coach

Part 4 – Resources Needed

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

- Common planning time for principal, assistant principal, parent coordinator and selected teachers
- Purchase of refreshments for staff and families, purchase of materials to distribute to parents and families.
- Purchase of refreshments for parents, purchase of materials to be used in parent 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.

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

N/A

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.
 - February 2015 Track parental attendance at student recognition offerings
 - February 2015 Track attendance at Parent Orientation/Open House for Parents
 - February 2015 Track parental attendance at parent meetings, events, and other parent involvement offerings
 - February 2015 Track attendance at parent and community engagement workshops

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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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?

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA Exam, MOSL Assessments, ReadyGen Assessments, Performance tasks	Crosswalk Coach, New York State Coach, Scholastic Reading and Waterford are reading programs. These instructional materials are used for targeted instruction and assessment. Teachers track student progress and administrators review data	Academic Intervention in this subject area is small group, one to one. Using assistive technology such as computers, laptops, Smartboards, or projectors.	During the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Wednesday and Thursday afterschool.
Mathematics	NYS Math Exam, GoMath assessments, Performance Tasks	New York State Coach and Crosswalk Coach are used to address the needs of our struggling students. These are used for instructional and assessment purposes. Teachers track student progress and administrators review data. The results are shared and discussed at grade meetings and common planning time. Informed decisions are made to increase student performance.	Academic Intervention in this subject area is small group, one to one. Using assistive technology such as computers, laptops, Smartboards, or projectors	During the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Wednesday and Thursday afterschool.
Science	NYS Science Exam, Unit assessments, Performance tasks	Skilled teachers incorporate lesson that encompass all core subject areas with a focus on reading strategies and comprehension. Science teachers incorporate hands-on lessons as a means of demonstrating scientific inquiry skills	Small group instruction focused on hands-on activities (experiments) and short response to explain the process of data gathering to conduct an experiment. Using the computer and other technology to access research and develop	Small class size for afterschool program

			inquiry skills to enhance scientific reasoning.	
Social Studies	Unit assessments, Performance tasks	Grade 8 Social Studies teachers use ELA strategies in conjunction with unit tests, exit projects, end of unit tests and periodic assessments to address the needs of the students.	Small group instruction emphasis on DBQ's and short response questions to explain the process of data gathering to conduct an experiment and research a topic.	Small class size for afterschool program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, School Psychologist, Social Worker, and IEP Teacher	Individual and group counseling to meet students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted.	Provide psychological counseling to help resolve interpersonal problems that interfere with school performance in a small group or one to one setting.	During the school day related services for at-risk and mandated students occur throughout the day in small group and one-on-one settings.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Principal in collaboration with DOE liaisons work with the Division of Human Resources to identify qualified literacy teachers through major recruitment fairs and through relationships with Colleges and Universities. The pupil personnel secretary works closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. To attract highly qualified candidates to teach at PS 202, we invite them to visit the school and meet with current staff and administrators. Current staff shares insights about the school and the positive aspects of working at and continuing to grow professionally at our school. Candidates are informed that provisions are made for a great deal of differentiated professional development. The prominence of clear expectations regarding teacher and student performance, as well as opportunities to actively contribute to their own professional growth and evaluation via the Teacher Performance Review process are other strategies which help us to attract highly qualified teachers.

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).
To maintain high quality teachers at PS 202, teachers are supported as they enhance their content knowledge and pedagogical skills. They increase their instructional skills and strengthen their professional practice through ongoing professional development via faculty conferences, professional learning sessions, network offerings, professional development days, with the assistance of administrators, coaches and colleagues. Mentors are assigned to support new and struggling teachers. PS 202 continues to target and plan differentiated high quality professional development. All professional development is evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. As highly qualified teachers participate in our professional community, we build capacity and improve in our expertise. Reflection on the impact of instruction helps to ensure that all students receive instruction by highly qualified teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

In order to assist preschool students with the transition to an elementary school program, we meet with the make arrangements for the parents of students in day care to come to a special kindergarten orientation which focuses on curriculum, intervention services, and routines of the school and visit the classrooms. In addition, parents have an opportunity to meet and speak with the assistant principal and parent coordinator.

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.

Teachers on MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, and professional development had been provided to the entire staff.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$581,870	X	10, 16, 19, 22
Title I School Improvement 1003(a)	Federal	\$16,951	X	10, 16, 19
Title I Priority and Focus School Improvement Funds	Federal	\$148,785	X	10, 16, 19, 22
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	10, 16, 19, 22

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,473,133	X	10, 16, 19

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

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. **PS 202, The Ernest Jenkyns 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 202, The Ernest Jenkyns School** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

PS 202, The Ernest Jenkyns School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 202
School Name Ernest Jenkens		

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 Machael Spencer-Edwards	Assistant Principal Virginia Richards
Coach Shawn Adams	Coach
ESL Teacher Susan Oh	Guidance Counselor Sherril Smith
Teacher/Subject Area Carlyn Green	Parent Tonya Barrett
Teacher/Subject Area	Parent Coordinator Robyn Hawkins-Julian
Related Service Provider Roma McLawrence	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	633	Total number of ELLs	47	ELLs as share of total student population (%)	7.42%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	3	12	2	10	7	4		4	5					47
SELECT ONE														0
Total	3	12	2	10	7	4	0	4	5	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	5
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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	40	2	4	5	0	0	2	0	1	47

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	40	2	4	5	0	0	2	0	1	47
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
TOTAL	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
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	11	2	9	6	3		4	5					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	12	2	10	7	4	0	4	5	0	0	0	0	47

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	7	1	7	4	2		3	2					27
Intermediate(I)		3	1	2	2	1		1	3					13
Advanced (A)	2	2		1	1	1								7
Total	3	12	2	10	7	4	0	4	5	0	0	0	0	47

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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.
 For the 2013-14 school year, PS 202 will use the following assessment tools to assess the early literacy skills of ELLs:
 -LAB-R/NYSESLAT/NYSITELL (as of 2/1/14)
 - DRA (running records)

- TCRWP (MOSL) reading assessments
- PALS assessments
- Waterford (Technology based literacy assessments)
- Scott Foresman/Avenue Program assessments
- Rubicon Curriculum Mapping Assessments for all units
- authentic teacher made formal and informal assessments.

Teachers meet at least twice a week in each grade level meetings and a large part of the reviews are based on various assessments. The insights the data provides about the ELLs is how quickly the beginner ELLs are either improving are areas in which there needs to be more attention and support based on various learning styles. If a particular assessment tool is not working well with certain ELLs depending on their proficiency level and months/years of service, the lessons can be adjusted or an alternative authentic assessment can be implemented with the assistance of the ELL Coordinator.

All of the ELLs in grades K-2 have had 1 or 0 years of service. 47% are at an A reading level (based on TCRWP) but the comprehension level is not at 100%. The other 53% are not proficient with letter recognition/letter sounds so we are working to see what additional literacy supports will best benefit the ELLs based on the data thus far.

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

Grade K - Reading/Writing needs improvement on the whole (100% are newcomers)

Grades (1-2) - Reading/Writing needs a lot of support since no one is higher than an A reading level. Speaking/Listening skills also need to be developed for about 83% of the students (100% are new comers).

Grades (3-4) - 29% have just arrived to the US from another country since this school year has commenced. 24% have been living in the US 1 year or less. There is a need to build proficiency in all modalities based on the data patterns especially since 71% or more of the students are more than one or two grades below reading level not only in English but in their native languages.

Grades (5-8) - There needs to be a focus on the reading/writing modalities

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

No AMAO access this year but based on the results of a thorough analysis of the data involving the ELLs at PS 202, there are a large number of ELLs that are at a higher proficiency level with the speaking and listening modalities than the reading and writing modalities (approx. 51%). There needs to be more emphasis and work to support better writing and reading skills. The school has elected to implement the READYGEN literacy program and the ELLs will be given additional support to adapt to this program especially since this program was not designed to differentiate to newcomers which is 85% of the ELL population. The modality that needs the most support is writing. In order to foster higher order learning and thinking, the school is committed to support ELLs with more challenging methods to improve their writing skills as a way of self reflection and thought on their language learning. The school encourages students to take ownership of their learning and goal setting is extremely effective and an important part of a student's portfolio.

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?

ESL Program (Pull Out - K-5,7 and 8):

a. Based on the result patterns across the NYSESLAT modalities – there will be a higher emphasis on improving the reading/writing strategies with those students who have tested proficient on the speaking and listening. We will address the needs of the newcomers (especially since it is 85% of the ELL population) in that the priority is to provide a stress-free learning environment so that they can begin to engage and become communicatively competent. The school acknowledges that many newcomers may be in "culture shock" so there are procedures in place to aid students by offering more small group or "one on one" time during the pull-out sessions. Since 40% of the ELLs have had 1 or 0 years of service, they are obviously not performing on par with the native language students on tests taken in English but that is because they are in the process of acquiring their second or third language in English.

b. The results of the ELL periodic assessments are used not only by the ELL teachers but the common branch classroom teachers are supplied with the results twice a year to mark the progress of their students. These results are discussed/relayed not only on a progress report but they are addressed during conferences with the ESL teacher and classroom teacher. Based on the needs of the student, there are changes made in the way some of the lessons are conducted or introduced to some of the ELLs, different groupings are established and additional support is suggested if needed academically (ex. AIS), counseling or tutoring.

c. The periodic assessments allow the school to learn which ESL standards need to be addressed as well as the performance patterns of each ELL. These results are another way of forming a better understanding of the skills that need to be addressed in terms of listening, reading and writing. It allows the various support teams at the school to better address some of the ways ELLs can be supported. The periodic assessment is a predictive as to how an ELL may perform on the upcoming NYSESLAT in May. It provides a window to better prepare the ELLs so that they can work on the modalities that need the most improvement via enhancing the ESL learning standards.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The school is in the process of adopting the RTI model and will plan to implement an instructional framework for using data to drive instruction for ELLs using this framework. Many members of the CEP/LAP team will be planning within the RTI framework once it is officially adapted.

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

All teachers are required to differentiate their lesson plans to support the immediate needs of all their students, especially ELLs and special education students. ESL teacher works closely with classroom teachers of ELLs to provide support for their second language acquisition and various professional developments/workshops are offered to ensure that ELLs are considered in the instructional strategies.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

PS 202 uses a variety of both formal and informal assessments to measure the success of the ELL program. Each ELL is profiled not only by the ESL teacher but is monitored by the classroom teacher with student portfolios and there is a holistic review throughout the school year. Student results are reviewed and monitored. The administration reviews teacher and parent feedback regarding ELL programs at the school as well. Data is reviewed to track the performance of ELLs.

The following assessments/tools are used:

- LAB-R/NYSESLAT/NYSITELL (GR K-5, 7 and 8)
- ELL Periodic Assessments (Fall/Spring) (GR 3,4,5,7 and 8)
- Interim Assessments/ Acuity (GR 3,4,5,7 and 8)
- MOSL assessments - all content areas (GR K-5, 7 and 8)
- DRA (running records) (GR K-5, 7 and 8)
- Rubicon Curriculum Mapping Assessments (GR K-5, 7 and 8)
- PALS assessments (GR K-2)
- authentic teacher assessments, observations, student portfolios (GR K -5, 7 and 8)

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](#).)

Initial ELL Identification Process (completed within 10 school days of registration):

- English as a Second Language Teacher/ELL Coordinator(S. Oh) works closely with the pupil accounting secretary of the school to be advised of any potential ELLs. All student record cards or reviewed and RLER reports are cross referenced.
- All new students that were initially identified at registration as potential ELLs with the use of the Home Language Identification

Survey (HLIS), that is mandated during the registration process, are accessed by the ESL Teacher (S. Oh).

-Interviews are conducted by the certified ESL teacher or other licensed pedagogue (based upon availability) to verify if the HLIS forms have been properly filled out and/or if there are any discrepancies once they are filled out. There are also Spanish proficient office staff and pedagogues available if translation is necessary: D. Morales, R. Courton, J. Thomas and R. Luna.

-Based upon the responses once the HLIS is completed, in accordance to the mandate, potential ELLs are administered the Language Assessment Battery Revised test (LAB-R) (if eligible) to determine whether or not they are entitled to receive language support services as ELLs. The ESL teacher administers the LAB-R. Starting with February 01, 2014, the LAB-R will be replaced entirely by the New York State Identification Test for English Language Learners (NYSITELL) proficiency assessment.

-Students that score below the state designated level of proficiency on the LAB-R are entitled to special services for English language learning support. Spanish native speakers are also administered the SPANISH LAB test to verify native language proficiency if they do not test proficient on the LAB-R. The ESL teacher proctors the SPANISH LAB and is assisted by Family Assistant (Z. Cabrera) and/or E. Stribling (Content Area Teacher) for test administration.

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.

Ensuring Understanding of DOE program choices:

- The majority of the time, the three program choices are initially explained at the time of registration (during the interview) and a viewing of the The Department of Education's (DOE) DVD detailing the three programs is offered if the parent would like the information at that time.

-When entitlement is verified once testing is completed, parents/guardians of newly enrolled ELLs are informed in writing (in English and native language) and encouraged to participate in a parent/newcomer orientation. At that orientation, the DOE video is shown and three program choices are explained verbally for those who need clarification.

-We accommodate all languages either in house or with the use of the DOE translation services dept. if necessary to make sure all parents of ELLs are assisted with inquiries regarding the three program choices. Currently, 97% of the ELL population have Spanish as their home language. Arabic is the home language of the other 3% of the ELL population. The

-At the parent orientation, information is given on the programs available (DVD outlining all ELL programs offered as a choice in the language of the parents' native language or translator if necessary), state standards, assessments and expectations for their children.

-Translators are on hand to assist for explanation and question/answer sessions during all parent orientations/workshops.

- This process is completed within 10 school days of student registration.

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

The ELL Coordinator (S. Oh) ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator). Follow-ups (in writing and via telephone) are done to try to ensure that parent selections and/or responses to other letters are received/returned. Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 213 (ESL Room) All pertinent documents are secured/locked in a closet holding assessments and important documents on the left as soon as one enters the room). The key to all locks in the ESL room are secured by the ELL Coordinator.

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.

Currently the school offers an ESL program (pull-out model) for all entitled ELLs. Based on the feedback on the parent choice selections for ELL programs, the administration and ELL coordinator investigates whether a bilingual class is required. If there are 15 or more requests in the same grade/home language and/or banded grades (ex. GR 3 and 4), the school will open a bilingual class as required by mandate. The main criterias used to make these decisions solely depend on parent feedback, communication, meetings, workshops and orientations. The school makes decisions in alignment between parent choice and program offerings. The parents are assured that they have rights and are entitled to parent choice on ELL programs and offerings at the school whether it is orally, written, participation at meetings or at workshops with access to their native language.

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.

The ELL Coordinator (S. Oh) plans/schedules NYSESLAT test administration (all modalities) with the testing coordinator and the school administration. The school completes planning and scheduling of NYSESLAT test administration by March. Based on the number of

ELL students in each grade in the school year, there is a minimum of three content area teachers that are selected to assist the ELL Coordinator to administer all the sections of the NYSESLAT (in rotation). Classroom teachers are advised that all ELLs are required to be tested on the NYSESLAT as mandated in writing and supplied copies of testing schedules. The testing schedule for teachers who are selected to assist with NYSESLAT testing are distributed a week prior to the start of the test date.

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. [i](#)

A review of the Parent Survey and Program selection forms for the past few years indicates that the larger majority of the parents chose an ESL instruction model. Here are the numbers based on the parent choice selections:

ESL program model - 59%

Transitional Bilingual Education Model -29%

Dual Language Model 19%

The school has not received enough requests (15 minimum) to open a bilingual class this school year as was the case in 2012-2013, 2011-2012 and 2010-2011 school years. Those parents who chose either a TBE or Dual language program were offered assistance for placement by the ELL Coordinator. The parents were offered alternate schools (based on placement availability) but all chose to stay at PS 202 and accepted the ESL program. There has not been enough enrollment numbers as of yet to open a full class of 15 in the same language group in one or more contiguous grades thus far. The ESL program is aligned with the parents' requests.

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 ELL programs at PS 202 focus on the following for all ELLs:

- academic rigor; high expectation and goal setting
- the use of ESL methodologies during instruction within the common core curriculum
- alignment of all instruction with the NYS Common Core and ESL standards
- the recruitment and retention of high quality teachers of English Language Learners (based on funding).

-PS 202 has a free standing, pull-out heterogeneous ESL program that provides all english language arts and content subject core matter instruction in English through the use of specific instructional strategies. Students travel to another classroom to receive ESL instruction which is provided by an ESL certified teacher (S.Oh). Support is also provided in the students' native language by pairing students of the same language group if necessary for newcomers only. There is 1 certified ESL teacher (S. Oh) that serves the ESL student population. She facilitates student comprehension and linguistic summary (pragmatically/semantically) where needed to ELLs as part of the language program instructional support by consulting with classroom teachers and literacy coach (S. Adams). Out of the 47 current ELLs, 85% are newcomers and 72% of the newcomers have been in the United States about 1 year or less.

-ELL Students receive mandated instruction (180 minutes per week for advanced/360 minutes per week for beginner & intermediate proficiencies) and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out ESL classes for grades Kindergarten to Grade 5, 7 and 8.

- Students are grouped not only by proficiency (SPK/LST modalities) but also by literacy levels. Students are blended by grades as well:

There are 6 main ESL groups:

- 1.(GR K-1)
- 2.(GR 1-2)
- 3.(GR 2-4)
- 4.(GR 3-4)
- 5.(GR 4-5)
- 6.(GR 7-8)

The number of students in each group shifts depending on student needs, progress and unit/topic. Most groups are heterogeneous except for the students who have just arrived from another country within the past few months. The immediate newcomer group will change as the year continues because some have stronger literacy levels whereas others have no literacy in their native language or in English.

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)?

Students receive mandated instruction (180 minutes per week for advanced/360 minutes per week for beginner & intermediate proficiencies) and are scheduled for ESL instruction as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out ESL classes for grades Kindergarten to 5, 7 and 8. Once all of the ESL students are identified, the ESL teacher works with one of the scheduling specialists (L. Wilen) to schedule the program for all ESL students in grades K-5, 7 and 8. All of the teacher/student schedules are compared to ensure that students are pulled out for their mandated ESL support time during the appropriate periods. Students are not to be pulled during content area subjects (other than ELA) or any other mandated subjects that they are required to be in the self-contained class. The staff ensures that all students receive the mandated minutes of ESL/ELA instruction per week as supported by the administration. In addition, additional instruction is provided via AIS services (serviced by licensed pedagogue L.Taylor) throughout the Monday to Friday schedules as needed and during the extended day 37 1/2 minutes program. To ensure that the mandated number of instructional minutes is provided, the ELL Coordinator submits copies of the ESL program schedule to school leadership officials. A copy of each student's ELL service eligibility and proficiency levels are given to all classroom teachers in writing. All school administrators are supplied

copies of ELL schedules, statistics and data throughout the school year.

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.

In the ESL pull-out model, instruction is provided 100% in English. The teacher will ask more advanced students within a group to assist with minor translations of certain words/concepts when necessary depending on a lesson. Although the school has selected READYGEN as the literacy program, the differentiated instruction for ELLs have been considered for higher proficiency students. Since 85% of the ELLs this school year are newcomers with a Beginner proficiency level, a newcomer ESL curriculum has been designed. As for the other 15% of ELLs, the ESL teacher works with the grade curriculum maps and differentiates for those ELLs. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. Content is mainly delivered using the TPR (Total Physical Response) method and Community Language Learning Approach.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The school currently does not have any native language classes and does not have an evaluation process in place since we do not have any TBE or Dual language classes. The only evaluation in place is the SPANISH LAB to evaluate native language literacy (for those Spanish speaking students only) after LAB-R exams have been administered and students are eligible for the SPANISH LAB.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
PS 202 has elected to administer the ELL periodic assessments for the fall and spring. The ESL teacher uses Continental and Attanasio & Associates Publications assessments as well as authentic assessments to evaluate all four modalities. The ESL teacher also follows up and documents results of the following assessments for reading/writing modalities that are administered by classroom content area teachers:

Interim Assessments/ Acuity (GR 3,4,5,7 and 8)

- MOSL assessments - all content areas (GR K-5, 7 and 8)
- DRA (running records) (GR K-5, 7 and 8)
- Rubicon Curriculum Mapping Assessments (GR K-5, 7 and 8)
- PALS assessments (GR K-2)
- authentic teacher assessments, observations, student portfolios (GR K -5, 7 and 8)

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

a. Plan for SIFE:

PS 202 currently has 2 SIFE students who are given extra support services with AIS. The classroom teacher is also providing one on one time for these students. Extra service time is provided to one of the SIFE students in grade 4. If we admit any more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement with additional pull-out using ESL strategies, AIS services and/or after school tutoring and programs (when available based on funding). Special Education services are also available for those students who may need to be referred for evaluation to verify if any learning disabilities may exist. We also have a Pupil Personnel Team (PPT) that teachers can refer students to for evaluation and progress. The SIFE students currently enrolled at PS/IS 202 who participate in the ELL program are assessed and monitored throughout the year since they are in need of extra support. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs. We request parents to engage and participate in their child's learning.

b. Plan for ELLs in school less than 3 years/ Newcomers:

Based on the results of their LAB-R assessments, newcomers to the English language school system will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers (when available). Students will participate in small group, task-oriented situations that

guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ESL time during the first month of the program which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency after they are assessed via the LAB-R (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ESL teacher may also push-in to the general education classroom if it is deemed necessary, in order to make the transition as smooth as possible for the student (based on need).

c. Plan for ELLs in school 4-6 years :

The ELLs who are receiving service for 4-6 years are offered various support services such as AIS in addition to the mandated ELL support service minutes based on proficiency. The school's literacy coach (S. Adams) with the assistance of the ESL teacher offers teachers various teaching strategies to differentiate to their ELLs. Also, the elected READYGEN literacy program caters to this group of ELLs as they have designed differentiated planning for ELLs in this program which is geared for more advanced proficiency ELLs. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There are professional developments (PD) and various workshops that are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their "trouble" areas.

Both the classroom teacher and the ESL teacher use modeling, scaffolding and realia techniques. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English and their social-functional meaning), develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas, and use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students). There is a focus on explicit teaching.

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs:

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with AIS services. There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional AIS services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. These ELLs are also offered afterschool programs for additional support and Saturday academy classes (based on funding). There is support of reflection and peer work that will strengthen the student's confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ESL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the monolingual classroom teachers so that they too can participate in the specific ELL needs of the students in a meaningful way. The parents are encouraged to be involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

e. Plan for Former ELLs:

The school adheres to all testing accommodations for Former ELLs. The ELL Coordinator advises all teachers of former in ELLs in writing of their status and works with them throughout the year to verify if there are any issues and need for additional ESL service time.

The ESL teacher schedules the former ELL in appropriate groups for additional service when necessary and placement depends on need within the existing ESL groups.

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

Some instructional strategies that teachers of ELLs implement is the TPR method, Community Language Learning approach and fostering of a collaborative small group learning environment. The teachers use various technological programs such as Waterford and Headsprout reading to support and build literacy. There is use of smartboards and various english language learning websites to aid instruction. There is use of bilingual glossaries, dictionaries and native language books in the libraries to build comprehension and provide access to academic content areas and accelerate English language development. Some grade-level materials used are the Scott Foresman ESL texts as well as the Avenues text by Hampton Brown along with numerous fiction/non-fiction texts. Various graphic charts, flash cards, periodicals, posters, manipulatives, games etc. are implemented to differentiate and vary instruction and lessons.

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?

The school will do all possible to use curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELL-SWDs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ESL teacher also meets with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the necessary changes can be made in scheduling or instructional matters. The ELL Coordinator is invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a dean (J.Brown) and guidance counselor (S. Smith) available for those students who may need additional counseling or other needs. The ELL Coordinator works closely with the IEP team, especially assistane (Z. Cabrera).

Courses Taught in Languages Other than English

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

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

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

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

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

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

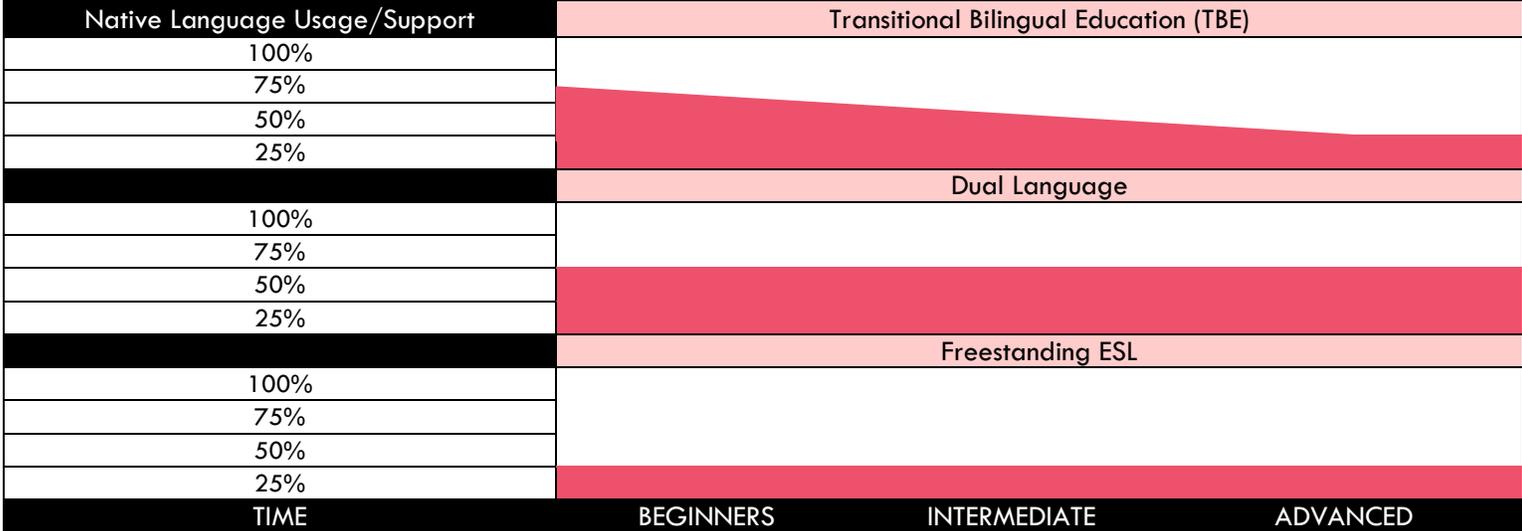
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention Programs for ELLs (AIS) - offered based on need/ individual student basis - pull out service (based on funding)
Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school ESL Program (Tuesdays & Thursdays 3pm-5pm). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Small group instruction meets the needs of the ELLs in both content and language development because there is a concentrated support provided in the least restrictive learning environment which is crucial for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- Reading from A to Z. (technology based)
More sports clubs such as Karate, Rugby, Basketball and Soccer
Girls Club
More after School ESL programs (currently will be offered on Tuesdays and Thursdays from 3pm to 5pm with certified/licensed TESOL teacher starting 12/10/13 till April 2014)
Saturday Academy
12. What programs/services for ELLs will be discontinued and why?
- At present, no programs/services for ELLs are in consideration to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are provided with the opportunity to participate in all school activities (when scheduled/offered) and are not excluded in any way. The school does not discriminate and all ELLs are welcome and encouraged to participate in all programs and events offered at the school. ELLs are afforded equal access to all school programs such as academic, dances, school shows, events, workshops, fairs etc.
- After school/supplemental programs for ELLs:
The school is offering an ESL after school program for ELLs besides the 37 1/2 minutes of instruction. It will be offered Tuesdays and Thursdays from 3pm to 5pm beginning 12/10/13 through April 2014. The instructor will be a certified/licensed ESL and content area teacher (R. Segura). Parents are given access to information where ELLs are able to participate in community based organizations such as the PAL program, DFOY, CYPRESS and other independent after school programs such as More For You. We are working to offer any additional programs after school. ELLs are afforded the same eligibility to participate in after school programs as any other student. ELLs may attend more small group sessions (after school) and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. These programs further supports ELLs in both reading and mathematics to ensure readiness for state tests.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials including technology/ Instructional materials in Content Areas:
PS 202 utilizes instructional materials that include both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Waterford program is available for lower elementary grades. We have acquired a new technology room (313) that ELLs have equal access to and many teachers have SMART Boards.
- ESL – We use the Scott Foresman ESL program with both hardcover and workbook for newcomers to advanced proficiency levels grades K-5, 7 and 8. We also use The Avenues program for grades K-5 in conjunction with the ESL program. These programs greatly consider newcomer ELLs which is the largest population at our school. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ESL students (K- 5, 7 and 8) are provided additional technology time every other week and they work in pairs. There are various websites that are used to promote language learning and proficiency such as www.starfall.com (lower grades). Technology is also used to foster research for the upper grades. There are specific periods set aside so that students can make use of more computers and SMART Boards. Besides computers, the ESL

program uses the television, DVD player and cd player to incorporate various lessons and exercises that foster proficiency in the listening and speaking modalities.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided by the knowledge of more advanced proficiency students if necessary during a particular ESL lesson. There is a bilingual library available (currently in the spanish language) in the ESL classroom, bilingual glossaries and bilingual dictionaries available for students to use whenever necessary. ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition. All of our services support, and resources correspond to ELLs' ages and grade levels
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All ELL students have the support of their teachers, administration, the parent coordinator (R. Hawkins-Julian), the guidance counselor (S. Smith) and all staff members. The guidance counselor assist students with middle school and high school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, both written and oral, is provided to parents in their native language to ensure effective communication and parent involvement whenever possible.
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.
At this point in time, there is no specific program in place to assist newly enrolled ELL students before the beginning of the school year other than a school rep. providing a tour of the school requested and a licensed pedagogue assisting with the registration process and forms, especially the HLIS form. At times, the administration holds an open house in the month of August which all ELL parents/students are welcome to attend that offer assistance. All ELLs are invited to participate in any school activity such as dances, trips, clubs (karate, biking, basketball etc.).
18. What language electives are offered to ELLs?
Currently, there are no language electives offered to ELLs or any other student at PS 202 but that may change in the near future.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional Development are planned throughout the school year. There are at least 5 sessions planned for teachers of ELLs each month. The administration also enables the ELL Coordinator to attend ELL related PDs throughout the year offered by the CFN or Office of ELLs.

PD plan for teachers and staff working with ELLS (other than the ESL Teacher):

The ELL Coordinator (S.Oh - ESL certified) will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The ELL Coordinator also receives support from Consultants Fordham University (RBE-RN - R. Salavert and Y. Torres) throughout the year on how to assist teachers of ELLs to better support them to differentiate to ELLs in accordance to the common core curriculum. Staff development will include training for all teachers using ESL methodologies. Most classes have at least one or more current or former ELL student(s) and teachers must be trained in the strategies that can be incorporated into the READYGEN and GO MATH programs that will enhance English language acquisition. Those teachers who have ELLs in their classrooms are: Sylvain, Merceron, Jordan, Stribling, Bailey, Courton, Montague, Salahuddin, Hamilton, Cohen, Sigue, Green, Braxton, Thomas, Paul, Shapiro, Phillips, Burrison, Mimiran, Luna, Camarena, Quinones as well the cluster prep teachers.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity.

PS 202 provides support to staff to assist with ELLs as they transition from elementary to middle and middle to high school with various orientations, counseling, events where highschool reps come into the school for speaking engagements as well as a yearly career fair (chaired by S. Smith). There is inquiry team involvement so that students can transition smoothly and know the academic expectations and challenges of the next grade.

Training of all staff – 7.5 Hours required/ records

Teachers presently working at PS 202 are long time staff members and are familiar with the 7.5 hours of ELL training for all staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ELL Coordinator and Fordham consultants who turn key information after off site PDs or network meetings. The training will be facilitated to staff in the Fall and the Spring at a minimum. Each participant usually is awarded a certificate of completion upon completion of the training series. Evidence of these trainings will be filed and secured (attendance/agenda planned).

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?

ELL parents are involved with various activities at our school. All parents are invited to PTA meetings and open school night functions. Many of the parents are invited to join in for READ ALOUDS and observations not only with the ELL teachers but with all the teachers at the school. We encourage parent volunteers in all areas of the school. Parents are involved with various bake sales, flower sales, book fairs, escorting students on field trips and classroom activities to name a few. There are many teachers who are proficient in Spanish which is 91% of the dominant home language for the ELLs at our school. We also have a few PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need.

The school partners with other community based organizations who provide workshops or services to ELLs as they do the rest of the school population. We evaluate the needs of the parents with parent surveys, parent workshop surveys, parent forums, open question & answer sessions, PTA meetings and an open family room (111) that is offered whenever parents would like to come in to volunteer, to ask questions or request assistance. Parents are a crucial part of a student's educational plan so it is imperative that parent needs are monitored and addressed consistently. All workshops offer translation is spanish as the dominant home language of the school. The parent coordinator of the school is R. Hawkins-Julian and the PTA president is T. Barrett.

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year. Parents are reminded that the DOE offers a website that has useful information for all types of parental needs and is translated in many languages.

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: Ernest Jenkyns

School DBN: 19K202

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K202**

School Name: **Ernest S. Jenkyns Public School**

Cluster: _____

Network: **CFN 535**

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

Part A: Needs Assessment Findings

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

Needs were determined through discussions during cabinet meetings with the administrative staff, input from the IEP Team, and with our ELL teachers as well as our ESL teacher.

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.

Translation services in our school are required:

- To provide accurate copies of school generated letters/announcements to parents in their native language.
- To have a staff member or parent volunteer available to interpret for parents during the course of the school day.
- To have staff available for translation services during open school and parent teacher conferences.
- To have staff available (per session) for parent events outside of the regular school session (open house, parent forum etc.)
- To provide a full translation of the SCEP in all appropriate languages to be made available to parents (paid translation service)

Part B: Strategies and Activities

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

Written

The school will designate individual(s) to translate routine home/school written communications on an as needed basis.

We will utilize existing resources provided by the DOE to ensure that various forms needed by parents are provided in their correct native language.

The school will use outside vendors to translate formal documents such as the SCEP.

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.

Oral

Oral translation services will be made available during the course of the regular school day by qualified staff. Per session stipends will be available if such services are conducted outside of regular work hours (lunch/prep).

Oral translation services will be provided during open school conferences by qualified staff in the same manner as referenced above. If services by paraprofessionals and/or school aides are required during evening conferences, per session stipends will be 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>.

Appropriate signs will be posted throughout the building using those available on the DOE website (free) and through the purchase of signage not otherwise available.

The school's safety plan contains procedures for ensuring parents in need of language assistance services.

Interpretation of services of all school letters will be available to all non-English speaking parents via school personnel interpreters.

All school documents and letters will be provided to all non-English speaking parents in their native language.

When school temporarily cannot provide required translation in one or more covered languages a notice on the face of the English document in the covered language indicating how a parent can request free translation services or interpretation of such document.

Interpretation will be provided to the parent within the school building or via telephone.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: PS 202 Ernest Jenkyns	DBN: 19K202
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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: PS 202 will use Title III funds to run a supplementary support program for ELLs in the 2014-15 school year. This program is an after school program (one program) which will be offered to all English Language Learners (ELLs) (total number: 50) twice a week beginning December 3, 2014. The sessions will run from 2:30pm to 4:30pm (2 hours) on each day selected. Each group will be serviced by a certified ESL/Bilingual teacher and there will be an assigned content area teacher for each group. There will be 4 groups of approx. 10-15 students per group for grades K-5 and grade 8. The focus of the program will be literacy and mathematics to help students meet the state standards as measured on the NYS ELA and NYS Math assessments. There will also be support (all modalities: speaking, listening, reading and writing) to prepare for the New York State English as a Second Language Achievement Test (NYSESLAT). The After School program will be offered from December 2014 to the end of March 2015 (or until funding runs out) for two hours (2:30pm-4:30pm) on Wednesdays and Thursdays.

The instruction will be in English only and there will be one licensed/certified ESL/Bilingual teacher and 4 licensed/certified content area teachers (one per group) that will be instructing the groups:

Group 1 (grades K-1) / Group 2 (grades 2-3) / Group 3 (grades 4-5) / Group 4 (grade 8)

Once students have been given pre-assessments once the after school program commences, there will be a review to verify if groups need to be modified depending on the number of students that are able to attend. Again, ALL ELLs will be invited to participate in the after school program for 2014-15 school year.

Materials to be used for the After School program:

I. Skill based workbooks aligned with Common Core Learning Standards from Continental Press such as:

New York ELLs (NYSESLAT test prep all grades)

Chall Popp Phonics/ Words Their Way (target beginner proficiency and SIFE students)

Phonics and Word Study/Practice Exercises in Basic English/Finish Line for ELLs - (workbooks all grades)

Part B: Direct Instruction Supplemental Program Information

II. Texts from Readygen (all grades) and GoMath

specific texts selected by instructors of each group / additional fiction and nonfiction texts for independent reading selected by instructor(s)

III. Various teacher made worksheets and supplemental materials (all grades)

IV. Bilingual dictionaries (picture dictionaries available) and glossaries as resources

Once the after school program begins, additional materials will be ordered depending upon student need.

Part C: Professional Development

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

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

Begin description here: There are professional development sessions/periods that are offered to all teachers/staff, which are conducted by various education specialists such as the ESL teacher/ELL Coordinator (Ms. Oh - TESOL licensed K-12), literacy coach (Ms. S. Adams), Assistant Principals (Ms. M. Adams, Ms. N. Radix, Mr. L. Rosales), Principal (Mr. M. Spencer-Edwards), technology teacher (Ms. L. Wilen) and outside specialists such as the executive director of the NYS/NYC Regional Bilingual/ESL-Resource Network(RBE-RN) (Ms. E. Garcia). The school encourages all teachers of ELLs (currently 30 teachers - all licensed per DOE regulations), other content area teachers and paraprofessionals to attend various professional development workshops that will support those teachers who deliver instruction and services to LEP students. These professional development sessions are scheduled at least once a week (sometimes several per week) on Monday afternoons, during the lunch periods (periods 4,5 and 6) and/or prep periods. The teachers that receive training are in all grades (K to 5 and grade 8) and the training runs a minimum of 45 minutes per session to a maximum of 1 hour and 30 minutes.

Here are a list of some of the training/PD sessions scheduled for the 2014-15 school year:

Technology for ELLs:

Myon training - lead by Ms. L. Wilen (technology teacher) and Myon reading program specialist

This training supports teachers of ELLs to support english language acquisition specifically in the areas of the reading and speaking modalities through the use of technology.

Waterford training - lead by Ms. L. Wilen and Waterford reading program specialist

Part C: Professional Development

This training supports teachers of ELLs to gain strategies to support ELLs with their reading, listening and speaking skills on the computer using this reading program.

Promeathean training - lead by Ms. M. Adams (lower grade AP) and Promeathean product specialist

This training supports teachers of ELLs to learn how to use the Promeathean equipment (technology based) to support ELLs with their reading, listening and speaking skills via use of their tactile skills on the computerized table.

Schoolnet/Stars/Aris training - lead by Ms. S. Adams (literacy coach) & APs (dependent on topic)

This workshop trains teachers of ELLs to use various sites/online sources to use data for their ELLs to drive instruction using technology resources.

Data assessment training - lead by Ms. S. Adams, APs (Ms. N. Radix, Ms. M. Adams and Mr. L. Rosales) and/or Principal (Mr. M. Spencer- Edwards)

This workshop trains teachers of ELLs to use various data/compilations to drive instruction and how to implement different sources to better support the literacy skills of ELLs.

Students with Disabilities (including those ELLs who have IEPs) - lead by Vanessa Martinez, Special Education School Improvement Specialist (RSE TASC) Part II

This workshop for teachers of ELLs supports teachers by offering training on explicit teaching techniques/strategies especially when it comes to vocabulary teaching which is the core building methods of social language which then supports overall literacy skills of ELLs.

IEP training - lead by Mr. R. Luna (IEP specialist) and/or Vanessa Martinez (RSE TASC) Part II

This workshop for teachers of ELLs trains teachers how to write IEPs and what to look for to differentiate those ELLs who may have been mishandled in terms of the type of support they may need or require.

Readygen and GoMath training - lead by Ms. S. Adams (Literacy Coach), C. Green (grade 4 content area teacher), and APs (vary by grades -listed above), Ms. S. Oh (differentiation on ELA/Math lessons for ELLs) - TESOL licensed (K-12) ESL Teacher/ELL Coordinator

This training is for teachers of ELLs to further support their lesson planning/writing and strategies of teaching to ELLs in the classroom using the ELA - Readygen and MATH- Go Math programs.

Literacy for ELLs/ESL strategies in the classroom - lead by Ms. S.Oh (ESL Teacher) and/or Ms. Eva Garcia NYS/NYC Regional Bilingual/ESL-Resource Network(RBE-RN) - Fordham University

These workshops are for teachers of ELLs to provide additional support and resources when differentiating their lessons in the classroom especially for newcomer ELLs and those ELLs who are struggling with their literacy skills in English. The trainings model various techniques and strategies for teachers to use in the classroom for instructional delivery.

All of the workshops that are covered in our PD programs consider the ELL population and how to better

Part C: Professional Development

support teachers by reviewing/implementing various ELL teaching strategies/methodologies, differentiated instruction between language proficiency levels and assessment tools to enhance planning, goal setting and data copulation. PS 202 understands the need to support the teachers who have ELLs in general education classes because they need to foster the learning community to emphasize the improvement of the four modalities of speaking, listening, reading and writing in language learning. In addition, the ESL teacher attends professional development outside of the building organized by the Office of ELLs at the DOE, CFN and other related Implementation departments. The ELL Coordinator turnkeys the information obtained at the workshops to all general education/content area teachers (specific teachers dependent on subject) and other staff members based on the information at hand. This is all at no cost to Title III funds but benefits those teachers working with the ELLs especially during the afterschool program since the instruction is explicit with a smaller class environment._____

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: There is a family room (Room 111) that is the main office for the Parent Coordinantor (Ms. Julian) and is open to all parent/guardians of PS 202. There is a Language Access Coordinator (LAC) appointed at the school (Ms. S. Oh - TESOL licensed/certified K-12) which supports and ensures that all participating parents/families of ELLs benefit from all workshop/event sessions and have access to a translator in the home language if there is no english proficiency. There are proficient Spanish speakers (volunteer parent/school aide/para professional/teacher) who are able to assist the school community with language translations. The dominant home language is Spanish. We make use of the DOE translation unit and other members of the PS 202 community for Arabic and French home languages, which are the other languages that are represented at the school. This family center allows the parents of ELLs to come in and discuss any concerns and offers a platform to voice any needs that are lacking at the school for their children. This allows a true involvement and is an integral part of the connections and open communication that the school provides for ELL parents. There are several workshops that are offered throughout the year that deal with various issues to enhance and educate everyone on English Language Learners (ELLs). ALL ELLs and parents of ELLs are invited to all workshops, activities and events that are scheduled.

Parent Involvement is one of the crucial factors for the home-school connection for the school community. These areas need to be an ongoing focus of support for ELL students. The following are the planned parent involvement events:

All of the parental involvement activities and events are lead by Ms. Julian (unless specifically noted).

Volunteer meeting- 1st meeting on October 11, 2014. This is a monthly meeting where all parents are invited to attend. The purpose of this meeting is to review placement and follow-up on activities and

Part D: Parental Engagement Activities

events that have passed or are upcoming. There is scheduling and placement that is addressed in every meeting. These meetings scheduled normally at the beginning of each month and run from 9am-11am depending on specific events

Meet and Greet event - On September 16, 2014 / Welcoming ELL parents to the new school year, plans for parent involvement and information/explanation supplied on the common core curriculum and how to access information on-line.

ESL Orientation for parents of new students & other information of the ESL program - lead by Ms. Oh (ESL Teacher/ELL Coordinator) and all parents of ELLs invited to attend and review ELL eligibility in general. NOTE- ESL parent orientation for newly identified ELLs are on-going all school year. The ESL orientation for parents run approximately 1 - 2 hours depending on parent need and availability. Some parents request a follow-up meeting if they are only able to stay for a minimum amount of time.

Parent Forum - planned for FEB - March 2015 - ALL ELL parents encouraged to attend. Various workshops, activities and arts/crafts will be scheduled for specific dates once all events have been confirmed. Staff members will be on-hand as well as parent volunteers to assist and participate. ELL parents encouraged to participate and volunteer with all parental engagement activities. This forum is planned to run approximately 2 hours.

Parent Trips to Cultural Sights - all school year (Ms. Julian, school based volunteers and various teachers are in charge of parent trips)

All parents of ELLs in all grades invited to attend. Priority goes to those parents who have attended five or more workshops/meetings withing the year. Spaces can be limited depending on specific trip. Some examples of scheduled trips are: Museum of Natural History, Brooklyn College - Performing Arts Center (various shows/performances), Native American Museum - Battery Park, Jewish Museum - Battery Park, Radio City Music Hall, Brooklyn Botanical Gardens, Various farms and zoos. Trips usually run from 9:30am to 1:30pm.

Talent Show - planned for May 2015 (specific date TBA after all state exams) All parents of ELLs and staff will be invited to participate. This show will be headed by Ms. R. Julian (parent coordinator). The show should run approximately 2 hours.

International Day - planned for February 2015 (specific date TBA) The specific activities for this event are being planned and will be headed by Ms. R. Julian. The event will run approximately 3-4 hours.

To increase cultural awareness, arts and crafts, international cuisine, cultural costumes and dance.

Technology based workshops - lead by various teachers and Ms. Julian - ARIS access, DOE online access and how to find other parent resources on-line (specific dates TBA). These workshops run approximately 2 hours.

All of these parent workshops/events are to address the needs of parents as school partners and increase participation of the parents of ELLs. With the continued support of the Parent Coordinator, administration and staff the school will do all possible to strengthen the home-school relationship and

Part D: Parental Engagement Activities

make us of the Family-room as a resource for ELL parents. We will continue to provide parents with school news and events via a monthly school calendar/newsletter. This is at no cost to Title III funds._____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7,726.50	Afterschool Program 5 teachers x 2 hours x 15 sessions x 51.51=\$7,726.50
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2,347.	Trade text books in the content area of Social Studies primary focus is writing in the content area(s): War of 1812, Westward Expansion, Civil War Immigration and Citizenship, Civil Rights, Geography of the Americas, Judaism, Christianity, Greece, Rome, French Revolution, Romanticism, Industrialism, Capitalism, Socialism, Immigration, Industrialism, Urbanization Reform, Cold War, Geography of Canada and Mexico, Vietnam War, WW I & WW II, Russian Revolution, etc.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	1,126.50	Trips to the Botanic Gardens, city parks, NY Hall of Science, etc.(students as well as invited ELL parents)
TOTAL	11,200	_____

