



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

19K213

School Name:

THE NEW LOTS SCHOOL

Principal:

STANLEY MOÏSE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The New Lots School School Number (DBN): 19K213
School Level: Elementary Grades Served: PreK-5
School Address: 580 Hegeman Avenue
Phone Number: 718-257-4034 Fax: 718-273-3446
School Contact Person: Stanley Moïse Email Address: Smoise2@schools.nyc.gov
Principal: Stanley Moïse
UFT Chapter Leader: Nick Grammenos
Parents' Association President: Jackie Straker
School Leadership Team
Chairperson: Oneka Thompson
Student Representative(s): _____

District Information

District: 19 Superintendent: Joyce Stallings Harte
Superintendent's Office Address: 557 Pennsylvania Avenue
Superintendent's Email Address: Jstalli@schools.nyc.gov
Phone Number: 718-240-2700 Fax: 718-240-2741

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)
Stanley Moise	*Principal or Designee	
Nick Grammenos	*UFT Chapter Leader or Designee	
Jackie Straker	*PA/PTA President or Designated Co-President	
Francine Parker	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Edward Harrison	Member/ Parent	
Marcus Richardson	Member/Parent	
Carol Edwards	Member/Parent	
Francis Alexander	Member/Teacher	
Oneka Thompson	Member/Teacher	
Deborah Beckford	Member/ Teacher	
Stephanie Diaz	Member/ UFT	
Danette Dundee	Member/ Parent	
Monique Wilkinson	Member/ Parent	
Lynette Hazel	Member/ Teacher	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

- 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.

The New Lots School is an elementary school located in the heart of East New York community, with 398 students from grade pre-kindergarten to grade five. The school population comprises 76% Black, 17% Hispanic, 5% White, 1% American Indian/Alaskan Native, and 1% Asian students. The student body includes 10% English language learners and 15% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the current school year 2014 - 2015 is 92.5%. 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.

Our mission statement states, "The New Lots School/Public School 213 strives to establish a positive learning environment, which facilitates the motivation of our diverse learners to achieve high academic standards. We believe that all children can learn and have the right to a quality education in a safe and secure school. We have high academic/social standards that foster a productive learning environment, which encourages literacy, mathematics, science, social studies, technology, and the arts. To achieve such a positive learning environment, the school will provide programs that contribute to the emotional, social and physical well-being of every student; provide staff with the necessary support to internalize and promote the school's vision, goals and objectives; invite parents and community resources into school while collaboratively planning to prepare our students to compete and excel in society, the nation and the world." We believe that our school empowers and creates a culture for learning and support for all stakeholders.

DTSDE Tenet growth area: We continue to progress in Tenet 3: Curriculum Development and Support.....

As per as our quality review, there are several areas of strength at PS 213 for instance:

- Pedagogical practice is enhanced by frequent cycles of observations so that teachers are aware of their strengths, their challenges and their next steps in improving academic outcomes for all students. (4.1)
- The principal allocates resources to provide for substantial targeted instruction and teacher collaboration resulting in student work that reflects school-wide goals and increased college and career readiness. (1.3)
- Unit and lesson plans are refined, and tasks revised, based on the analysis of student work to promote higher-order questioning and cognitive engagement in order to prepare students to achieve their full potential. (1.1)
- Teachers create rubrics and regularly refine lesson plans after analyzing results from common assessments that lead to coherent adjustments to instruction. (2.2)

Tenet 2.2 regarding frequent observation and track progress of teacher practices. The Principal and assistant principals visited each teacher's classroom and completed at all needed observations and conducted at least thirty non-advance observations per administrator over the course of the year, which is a continual increase in classroom visits. Each administrator provided teachers with formative (not for file) written or verbal feedback aligned to three school-selected competencies. This has segued into the Danielson Framework for teaching and individualized professional development. During the 2013-14 school year there has been an increase in parental/school communication, which is another key strength for PS 213.

Challenges:

The DQR stated that the school needs to improve upon the following:

- Strengthen pedagogical practices and strategies across grades to ensure that all students have access to curricula leading to consistently high levels of student thinking and participation. (1.2)
- Involve all stakeholders in the process of developing, tracking for progress, and revising school-level goals that promote social-emotional growth and academic performance for all students. (3.1)

DTSDE Tenet area of focus: Tenet 4: Teacher Practices and Decisions is an area in which we need to continue as a focus area. As noted in our QR in March, 2014, we must strengthen pedagogical practices and strategies across grades to ensure that all students have access to curricula leading to consistently high levels of student thinking and participation. Our Professional Learning sessions this school year will focus on teachers planning lessons and units that all for multiple entry points and higher level teacher questioning. Additionally, teachers will participate in common planning time to ensure that instructional plans include rigorous and engaging activities and tasks.

19K213 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	399	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.4%	% Attendance Rate		90.7%
% Free Lunch	93.0%	% Reduced Lunch		2.1%
% Limited English Proficient	5.7%	% Students with Disabilities		23.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		78.2%
% Hispanic or Latino	18.0%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	2.7%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.5	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	3.1%	Mathematics Performance at levels 3 & 4		7.2%
Science Performance at levels 3 & 4 (4th Grade)	63.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

19K213 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	399	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	91.4%	% Attendance Rate			90.7%
% Free Lunch	93.0%	% Reduced Lunch			2.1%
% Limited English Proficient	5.7%	% Students with Disabilities			23.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			78.2%
% Hispanic or Latino	18.0%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	2.7%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.5	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			0.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			9.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	3.1%	Mathematics Performance at levels 3 & 4			7.2%
Science Performance at levels 3 & 4 (4th Grade)	63.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Strengths

- Teachers develop curriculum maps and units of study and meet weekly to design lessons aligned to CCLS.
- Teachers create common assessments in all core content areas and administer pre-assessments before units of study begin and post assessments at the end of units. They utilize multiple assessments across grades to measure student performance and to inform instruction at the class and student level.
- Teachers meet to look at student work and refine unit lessons and tasks based on data.

Needs

Based on the PFSR and SOP 3.5, in order for our school to move to a Highly Effective rating, we must deepen our school’s culture for the use of data with a focus on teaching and learning outcomes. Thus we are developing, organizing and putting into practice a comprehensive system for using collection and analysis of timely assessment data. This is critical in order to strengthen the alignment between our curriculum and assessments and to allow teachers to provide targeted regular and explicit data - based feedback to address students’ next steps. Although our teachers create rubrics and regularly refine lesson plans and students across the school engage in cognitively challenging tasks, we must strengthen pedagogical practices and ensure that all teachers have a system in place to facilitate student ownership of learning. Professional development sessions will focus on strategies that meet the needs of all learners, including SWD’s and ELLs, and reflect high levels of student thinking, participation, and ownership to improve 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 assessments to curricular and ensure alignment to CCLS, analyze information on student learning outcomes and adapt curriculum to meet the needs of all student subgroups, as evidenced in reviews of lessons, unit plans and curriculum maps.

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>
Based on research by Bambrick-Santoyo (2012) “Leverage Leadership; “great professional development starts with knowledge about what teachers need.” <ul style="list-style-type: none"> • We will ensure that teachers are provided with professional learning that is needed on a monthly basis to meet with the Data Specialist and Assistant Principals to analyze students’ data and develop plans with differentiated student supports to ensure improved student outcomes. • Teacher Teams will meet regularly to follow the data process and share strategies leading to increased student outcomes. 	All Teachers and All Students	Ongoing from September 2014- June 2015	Administrative Team and Data Specialist
<ul style="list-style-type: none"> • In order to support all subgroups, teachers will implement a school wide data system so that CCLS lesson assessments are aligned to the curriculum and adapted to meet the needs of diverse learners in each classroom. • Staff follows our comprehensive school-wide assessment calendar and continues to be trained in understanding data, and creating learning targets and goals. • Teachers use pre and post formative summative assessments across grades and content areas so that alignment between curriculum and assessments is ensured. 	All Teachers	Ongoing from September 2014- June 2015	Administrative Team and Data Specialist
<ul style="list-style-type: none"> • All parents/ caregivers are given opportunities to participate in curriculum workshops that aid in understanding CCLS and the Instructional Shifts in ELA 	All Parent/Caregivers, All Teachers	Ongoing from September	Administrative Team, Parent Coordinator

and MATH) and how they can help their child at home with activities related to CCLS.		2014- June 2015	
<ul style="list-style-type: none"> Teachers will participate in class Intervisitiation to share examples of curriculum design and implementation, to learn classroom management techniques, to understand and see how students respond to different types of instructional strategies and reflect on professional practice. Teachers and administration will work together to foster collaboration and trust by planning and creating individual teacher goals which support progress towards the school wide instructional focus. Teachers will create inclusive instruction opportunities for students by including their students in the lessons. Include student names when creating examples within the lesson, and by encouraging all students to take academic risk, consistently reassuring students as they go to develop trust. 	All Teachers, All Students,	Ongoing from September 2014- June 2015	Data Specialist and Administrative Team

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 study groups with administration.

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		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- February 2015: Completion of 2 CCLS aligned units of study (Lower Grade) ELA - Ready Gen program, Completion of 6 units of study (Lower Grade) Math GOMath program.
- February 2015: Completion of 1 CCLS aligned unit of study (Upper Grade) ELA - Ready Gen program, Completion of 6 units of study (Upper Grade) Math GOMath program.
- January 2015: Progress monitoring of second round of Fountas & Pinnell Reading Levels, Grades K-5.
- February 2015: Completion of Advance observations that reflect implementation of professional development strategies Informal Observations (Advance)

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 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.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

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

Based on the SOP 5.2, in order for our school to receive an Effective rating, staff must cultivate the development of overarching systems and partnerships that support and sustain social and emotional developmental health. Evidence from last year’s school survey and the data from the Office of Safety and Youth Development (OSYD) depicts the findings listed below:

- In 2013- 2014 the Office of Safety and Youth Development, listed the school as the 3rd most dangerous school in New York City.
- According to the 2013-2014-school environment survey, 52% of teachers feel that order and discipline are maintained at this school.
- We must ensure that our students are known well and that staff uses strategies to support students’ social and emotional developmental health and academic success. Additionally, we will address SOP 5.4 as an area of focus by planning and addressing how staff, parents, and school leaders will work together to achieve our vision of improving our community as a positive and safe learning environment that contributes to students social and emotional developmental health.

Part 2 – Annual Goal

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

- By June 2015, 30% of students will show progress that includes a reduction in incidents of level 3 or higher as identified by OSYD.
- By June 2015, the number of incidents for special education students will decline.

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 school will implement the positive behavior research-based program, Responsive Classroom (RC), to improve school safety, school climate and academic performance. Responsive Classroom has been recognized by the Collaborative for Academic, Social and Emotional Learning (CASEL) as one of the well-designed, evidence based social and emotional learning programs. In a study conducted by Dr. Sara Rimm-Kaufman in 2008-2011, it was found that RC improved student achievement, teacher-student interactions and higher quality instructions in mathematics. 	All Stakeholders: Teachers, paras, service providers, school aides and students	January 2015 – June 2015	Principal, assistant principals, guidance counselor, teachers, paras, Parent Coordinator, PTA and service providers
Implement research-based program Positive Behavioral Interventions and Supports (PBIS) as additional assistance to address the various needs of our student population. According to Sailor, Dunlap, Sugai and Homer (2008) PBIS has evolved as a way to design school wide supports for typical students as well as students with disabilities. According to research, the premise of both PBIS and RC is that continual teaching, modeling, and reinforcing of positive behavior will support children’s positive behaviors, reduce discipline problems, and promote climate of greater productivity, safety, and learning.	All Stakeholders: Teachers, paras, service providers, and students	April 2015- June 2015	Principal, assistant principals, guidance counselor, teachers, paras, Parent Coordinator, and service providers
<ul style="list-style-type: none"> • ELL providers will push-in during initial morning meetings to ensure ELL students comprehend and participate in the routines of both RC and PBIS programs. • Workshops will be provided for ELL and SWD parents to ensure all stakeholders understand the routines and school wide culture being implemented. 	ELL and SWD Students, school aides and parents	January 2015 – June 2015	ELL teacher, PTA, and parent coordinator, parents
Parents /caregivers will be provided with RC and PBIS literature explaining the positive behavior elements <ul style="list-style-type: none"> • related to both programs. 	Parents/Caregivers	January 2015 – June 2015	Principal, assistant principals, guidance

<ul style="list-style-type: none"> • Provide training to parents groups and caregivers in both RC and PBIS practicing. • Parents will be invited to various assemblies showcasing positive academic, social and emotional student behavior. <p>Parents will receive celebratory certificates of students identified as Student of the Month and most improved in academic and social and emotional standings</p> <ul style="list-style-type: none"> • Teachers and parents will engage in weekly outreach sessions to communicate about academic and behavioral concerns and offer reciprocal behavioral suggestions to improve disciplinary routines. • Staff and parents will maintain open lines of communications concerning school safety and efforts to create safe and supportive learning environments. • ELL service provider will integrate RC and PBIS strategies at the onset of every pull out sessions. 	<p>Parent, teachers staff, ELL provider and parent</p>	<p>January 2015 – June 2015</p>	<p>counselor, teachers, paras, Parent Coordinator, PTA and service providers</p> <p>Principal, assistant principals, guidance counselor, teachers, paras, Parent Coordinator, PTA and service providers</p>
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Part 4 – Resources Needed

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

- Funding for vendor to provide professional development for all stakeholders (staff and parents) to increase positive behavior and social emotional learning of students through instruction, student involvement, and interventions.
- Per Diem funds for all staff to receive sustainable professional development in order to enhance positive behavioral practices by adults.
- Funding for materials (teacher books, activity books, classroom chimes, etc.).
- Provide professional development opportunities to parents to learn the code of conduct to support student behavior.

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		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Administration will observe and monitor implementation of both programs weekly to ensure program effectiveness for all students in order to increase student achievement, and in March, 2015 benchmark the implementation of RC in classrooms.
- The school SAT and SST teams will work in conjunction to map out and coordinate the implementation of the recommended positive behavior programs.
- Staff will engage in mid- year (March 2015 and end of year (June 2015) professional development refreshers on positive behavioral programs to reflect on programs’ implementation of best practices.

- Administrative cabinet will review discipline routines weekly and level 4 infractions for continuous stakeholder support.

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

Strengths:

- Teachers develop curriculum maps and unit of study aligned to CCLS.
- Teachers develop lesson plans that are appropriately aligned to CCLS in all content areas and reflective of the CCLS Shifts to inform their instructional practices
- Teachers utilize rubrics and regularly refine lesson plans after analyzing results from common assessments that lead to coherent adjustments to instruction.

Needs:

Based on the PFSR and SOP 4.3, in order for our school to move to an Effective rating, we must ensure all teachers develop lesson plans that are rigorous, allowing for multiple entry points and ask questions that challenge students to think critically. Observational evidence shows that unit and lesson plans are refined, and tasks revised, based on the analysis of student work to promote higher-order questioning and cognitive engagement in order to prepare students to achieve their full potential. However, in many classes, questioning is teacher-dominated and, for the most part, volleyed between the student and teacher, sometimes with insufficient wait time for students to formulate their own responses.

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, 90% of teacher teams will collaborate and share instructional practices that provide diverse students with multiple entry points to access curriculum and demonstrate higher order thinking skills as evidenced by team weekly

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>
<p>Our systems and structures for teacher collaboration and leadership are based on research by Bambrick-Santoyo (2012) “Leverage Leadership” which focuses on effective, collaborative professional development leading to improvements in student learning.</p> <ul style="list-style-type: none"> • Our teachers will participate on a weekly basis in collaborative professional development with Assistant Principals and our Math Coach. We will ensure that teachers deepen their understanding of effective questioning and how to effectively differentiate instruction via entry points, through weekly differentiated professional learning. • Teachers will collaboratively plan and share strategies and higher order questions that engage all students in rigorous tasks, and develop differentiated student supports to ensure improved student outcomes. • Teacher teams will meet regularly to develop rigorous lesson plans and focus strategies leading to improved student outcomes. 	<p>All Teachers, Educational Assistants and all Students</p>	<p>On- going September 2014 – June 2015</p>	<p>Network Literacy Specialist math Coach and Administrative Team</p>
<ul style="list-style-type: none"> • Teachers will write unit and lesson plans that differentiate instruction for all learners - including SWDs and ELLs, to provide entry points that will engage all learners in higher order thinking skills. • Teachers will use formative assessments to evaluate whether all students benefit from targeted tiered learning activities. • Selected teachers will provide targeted support to selected at-risk students in an afterschool program. 	<p>All Students and sub groups, All Teachers, Educational Assistants</p>	<p>On- going September 2014 – June 2015</p>	<p>Administrative Team, Coach</p>
<ul style="list-style-type: none"> • Parent Learning Leaders receive training on CCLS and the Instructional Shifts in ELA and MATH and meet with our Parent Coordinator on a monthly basis to provide support to our school community. 	<p>Parents/Caregivers and Teachers</p>	<p>On- going September 2014 – June 2015</p>	<p>Administrative Team , Parent Coordinator and Data Specialist</p>

<ul style="list-style-type: none"> All parents/ caregivers are given opportunities to participate in trainings that aid in understanding CCLS and the Instructional Shifts in ELA and MATH) and how standards/shifts affect their child’s learning. On a weekly basis (each Tuesday), parent/caregiver outreach occurs providing them with feedback of student academic progress in higher order thinking and discussion. Parents receive monthly school and grade-wide newsletters; which highlight celebrations, materials used and strategies implemented within units of study being taught. 			
<ul style="list-style-type: none"> Teachers and Educational Assistants will continue to look at student work to build on individual student needs and collaborate with students - via conferencing and provide timely actionable feedback/ next steps. Supervisors will conduct informal and formal observations to ensure that the curriculum is being implemented and provide teachers with actionable feedback aligned to questioning and discussion practices for continuous improvement as per the Measure of Teacher Practice (MOTP) component of teacher evaluation and development system. Building on the work of teacher teams through the use of the Looking at Student Work (LSW) protocol as well as the utilization of the End of Unit Reflection Template our teachers will collaborate, build trust and reflections on professional practice. Communication between staff and families is enhanced and mutual respect/ trust is built through parent meetings, open school conferences, monthly newsletter, PTA meeting, parent workshops and weekly parent engagement communications. 	Students, All Teachers Educational Assistants, Parents	On- going September 2014 – June 2015 MOTP observations October - 2014-May 2015	Administrative Team, Parent Coordinator, Network Support personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Per diem rate coverage for teachers to collaboratively curriculum map utilizing Rubicon Atlas including the entering of rigorous questions and task Per diem rate coverage for Instructional Team teachers study group around questioning and discussion strategies Funding for materials (study groups book).

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		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- February 2015: Teacher observation ratings and data as per the Measure of Teacher Practice (MOTP) component 3b – Using Questioning and Discussion Techniques - after all teachers have received second Advance rating, review data in relationship to component 3b. Target goal is 50% of teachers in February 2015 will have demonstrated Effective practices in questioning and discussion.
- February 2015: Administrative review of lesson and unit plans with checks for a minimum of 2 higher order thinking questions in each lesson or unit plan.
- Teachers will evaluate student work monthly to ensure that students demonstrate progressive growth in achieving lesson/unit objectives.

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?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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.

Based on feedback in our Quality Review 2014 indicator 3.1, which aligns with Tenet 2, SOP 2.2 is an area for improvement. School leaders must involve all stakeholders in the process of developing, tracking for progress, and revising school-level goals that promote social-emotional growth and academic performance for all students. In order to move to SOP 2.2 to an Effective rating, our school leaders must communicate to all stakeholders our vision and priorities for school improvement along with a clear plan for monitoring and achieving our identified goals.

Part 2 – Annual Goal

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

By June 2015, school leaders will communicate to all stakeholders in writing and at stakeholder meetings, our school improvement goals that includes high standards for student learning, professional development and a system for monitoring and tracking goals during the school year.

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>
<p>Our leadership structures are based on the data process research of Nancy Love’s book (2008), “Using Data to Improve Learning.” Love discusses using data to improve learning for all students by tracking progress and goals.</p> <ul style="list-style-type: none"> • Teachers will analyze a wide range of formative, periodic, and summative assessments, as well as student work products, to identify trends, strengths and areas of need across classes, school-wide and individually. • Teachers will deepen the school’s capacity in use of data that informs progress of targeted subgroups. • Teachers will strengthen support for the teacher teams in protocols and progress monitoring and create a professional development plan that supports the school’s instructional focus 	All Teachers	On- going September 2014 –June 2015	Administrative Team, All Teachers and Data Specialist
<ul style="list-style-type: none"> • Administration in conjunction with our Data Specialist and all teachers, including SETTS and ESL teachers, will disaggregate and analyze student data consistently via monthly “data conversations” in order to adapt curriculum units and lessons according to the student’s needs. • Teachers will engage in corrective action planning for targeted students. 	All Teachers	Monthly December 2014-June 2015	Administrative Team, Data Specialist
<p>All teachers, including SETTS and ESL teachers will share timely feedback and engage in collaborative conversations with parents/caregivers regarding the needs and progress of students.</p>	All Teacher, Parents / Caregivers	On- going September 2014 –June 2015	All Teachers and Administrative Team
<ul style="list-style-type: none"> • Administrative Team in conjunction with Professional Learning Committee engages in collaborative conversations and planning of professional learning based on staff needs. • All parents/caregivers including SLT and PTA member are given opportunities to participate in workshop which: <ul style="list-style-type: none"> - Identify school wide instructional targets. and - Midyear town hall meetings address progress towards our goals • All Teachers engage in data conversation with students via conferring to guide next steps 	All Teacher All Parents / Caregivers	On- going September 2014 –June 2015	All Teachers and Administrative Team

Part 4 – Resources Needed

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

Per diem /pre session rate coverage for teachers to have an opportunity participate in the implementation of the goal

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		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

December 2014: Teachers, administration and data specialist will participate in “Data Conversations,” where they will analyze the data across the grades and across the school, revisit their existing action plans and make any necessary adjustment to instruction based on the data and information they are observing and analyzing. Administration will also be a part of the process ensuring that the conversations are data driven and that practices are being implemented in the classroom based on the data.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	H
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.	D

Part 1b. Needs/Areas for Improvement:

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

In the 2014 Quality Review needs assessment (3.1), parents conveyed that the school was responsible for preparing their children for college and beyond. Parents expressed a lack of communication and input in the goal setting process about school improvement, and in details relating to improving instruction and hence students’ learning. In order to move our HEDI rating for AOP 6.5 to Effective, we must strategically use and communicate formative, periodic, and summative data and ensure that our families know their children’s academic needs and are supported in helping them succeed.

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, school, family and community relationships will be improved by having at least seven parents per grade level attend PTA meetings or special school functions. This will aide in improving the academic, social and emotional quality of our school.

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>
<p>According to Research conducted by Dr. Karen Mapp (2007), “successfully connecting schools, families and communities help to improve student learning and is effectively used to build relationships/partnerships.”</p> <ul style="list-style-type: none"> • To improve and increase school, family and community relationships, workshops will be offered in: • We will encourage non-profit community groups to use our school facility, which is not only a good use of resources but, also provides opportunities to strengthen school – community relationships. 	All stakeholder: Parents, students, staff and community	January 2015 – June 2015	Principal, Assistant Principals, Parent Coordinator, PTA, and SLT
<ul style="list-style-type: none"> • Parents of ELL students and students with disabilities will be supported with a series of workshops that address the needs of ELL and SWD students, and teach parents how to become effectively involved in their students’ education. • ESL teacher and SN teachers will conduct learning sessions with parents about student data and to aid instruction and setting teacher/student goals to meet the linguistic, learning goals, cultural and educational needs of all students with disabilities and ELL students. 	Parents and Students	January 2015 – June 2015	Administration, ESL Teacher, IEP/SETTS Teacher,
<ul style="list-style-type: none"> • Honor Roll Dinner: Parents are invited to celebrate students who made significant achievement and progress during the school year with the entire school community. • Career Day is a valuable educational experience where parents and local business people share their expertise with our classes. • Monthly school newsletters provide parents/ caregivers information about curriculum, academics and important events in the school. 	All stakeholders: Parents, students, staff and community	September 2014 – June 2015	Principal, Assistant Principals, Guidance Counselor, Parent Coordinator
<ul style="list-style-type: none"> • Continue to promote parent and community participation and attendance at school wide cultural events. • Foster community relationships by providing parents and students with FDNY Fire Safety Workshops. • Build continued trust students, parents, teachers and administration by providing monthly assemblies which celebrate “student of the month” and “most improve student.” 	All stakeholders: Parents, students, staff and community	December 2014 - June 2015	Principal, Assistant Principals, Guidance Counselor, Parent Coordinator, PTA and SLT

Part 4 – Resources Needed

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

- Funding for professional development of staff and parents
- Funding for materials (Costumes, stage props, refreshments)

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- All subject areas will administer mid-term assessments to monitor student learning and program effectiveness, by January and February 2015
- Mid-year baseline assessments, by January and February of 2015
- MOSL, by February of 2015
- Assessments will be conducted by January and February of 2015

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

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

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

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

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)	<p>Our ELA AIS program will focus on improving our struggling readers and low performers. It provides our students with various strategies to deal with reading complex text passages including applying prior knowledge, close reading, identifying the main idea, recalling details, drawing conclusions, making text connections, identifying sequences, recognizing cause and effect and distinguishing fact from fiction, readers' purpose. Our learners are exposed to test taking strategies that address their specific needs and target areas of weaknesses. There is a strong concentration on reading and writing skills and a number of test-taking strategies that will</p>	<ul style="list-style-type: none"> • Waterford • Scantron • MyOn • Ready NY CCLS ELA 	<p>Small Group One-to-One Peer Tutoring Tier I – small group in the classroom Tier II- targeted small group in the classroom Tier III- targeted small group or one to one tutoring by a teacher</p>	<p>During the School Day</p> <p>During the After School program on Wednesdays and Thursdays</p>

	help to equip our learners become H.S and college ready.			
Mathematics	<p>Our main focus this school year is to improve student performance and to ensure that our challenging learners become proficient and successful in mathematics. Our learners will be exposed to more opportunities to participate and engage in the learning process, to collaboratively examine the big pictures in mathematics, to identify student strengths and weaknesses. Our AIS program is geared to focus on specific areas where our learners require remediation and to better able our learners to meet proficiency and in-depth knowledge of mathematical concepts and skills. Through our AIS program, we will continue to address and target all of the mathematical strands, not limited to Number Sense and Operations and Algebraic Thinking, Measurement, Statistics and Geometry. We continue with the infusion of effective test sophistication strategies, teacher</p>	<ul style="list-style-type: none"> • Math games • Math Fact Challenges • Extra Math online site • On-line instructional videos • Extensive hands-on use of Manipulatives Ready NY CCLS Math 	<p>Small Group One-to-One Peer Tutoring Tier I – small group in the classroom Tier II- targeted small group in the classroom the classroom teacher Tier III- targeted small group or one to one tutoring by a teacher</p>	<ul style="list-style-type: none"> • During the School Day • During the After School program on Wednesdays and Thursdays

	<p>created diagnostics, Chapter and Unit exams, Beginning and End of year assessments that allow our learners to develop on areas of their weaknesses.</p>			
<p>Science</p>	<p>Our approach is to re-familiarize our learners with Life, Physical and Earth science skills and concepts. Teachers utilized various strategies to expose our learners with the necessary scientific skills to develop greater understanding of Hypothesis, data analysis, presentation, research and lab experiment. We will explore various teaching opportunities to better prepare our learners to experiment with real life samples, plants and hands-on activities. We seek to impact the ways our learners make sense of science, learning outcomes and make real like connections. We conduct on-going assessments, pre-post diagnostics that identify leaning needs of our learners. We identify strengths and weaknesses of our learners to provide individual instruction and interventions</p>	<p>Extensive hands-on use with science consultant. Integrating Nonfiction text through literacy</p>	<p>Small Group One-to-One Peer Tutoring</p>	<p>During the School Day</p>

Social Studies	Our program will identify areas in U.S. History and humanities that need our immediate of concern to provide require remediation. We use past exams, teacher created assessments and maps/graphs to address student shortcoming and to alleviate weakest areas. We implement assessments to gauge student progress and to provide intervention services. We target students by providing non-fiction text, complex reading strategies, using critical thinking skills and important historical facts	Integrating Nonfiction text through literacy	Small Group One-to-One Peer Tutoring	During the School Day
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	We identified at-risk students with learning and emotional needs to support them with self-awareness, respect for self and others. Additionally, we provide mediation, counseling and personal skills to support their growth and emotional development.	<ul style="list-style-type: none"> • Speech • Occupational Therapist • Guidance Counselor • Social Worker • School Psychologist • Physical Therapist 	Small Group One-to-One	During the School Day

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.
<p>School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs. As a new principal, I employ the following strategies to for consideration to identify suitable candidates:</p> <ul style="list-style-type: none"> • Use of a hiring committee to interview and evaluate suitable candidates • Assign teachers based on experience, license area, and content knowledge • Consultation with CFN 535 HR Director, Michael Cheatham

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).
<p>Administrators and staff participate in weekly ongoing professional development. The professional development is designed to support our staff with our areas of greatest need. We have participated in professional development offered by the city, and network consultants. We have devoted sessions this year toward CCLS and instructional shifts to further implement the CCLS and designing units of study in both ELA and Math. In-house professional development is also offered by various staff members in areas where they demonstrate effectiveness. To better support our goals we foster the following:</p> <ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.).

Our students in Pre-Kindergarten are held to the Common Core State Standards. Pre-Kindergarten teachers are expected to plan curriculum that is aligned to Common Core. Students are expected to know all of their letters and sounds by the end of Pre-Kindergarten. Teachers expose their students to pre-literacy skills, mathematical concept, social studies and science units of study. Such rigorous instruction ensures our students are prepared for the elementary school program.. For instance, pre-kindergarten teachers participate in professional development around the CCLS. They also attend differentiated professional development for their students. Our Pre-K teachers also provide small group instruction for our early childhood students. This keeps them abreast of what their children should be prepared to do when they leave pre-k.

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.

In order to decide upon the Measures of Teacher Practice Local and State assessments, the principal, school administrators and a handful of teachers were selected to collaborate (Members of MOSL committee) to inform the principal on the local measures that teachers would be evaluated on. This team meets regularly to collaborate and to advise the principal and the larger teacher community. A professional learning committee was created to support the professional growth of teachers and to plan for professional development for the whole school. The team comprises of teachers from various grades, school leaders, teacher assistant and a coach to support with the vital decision making process of the school.

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	\$385,244	X	Pages 11, 14, 18, 22
Title I School Improvement 1003(a)	Federal	\$16,961	X	Pages 11, 14, 18, 22

Title I Priority and Focus School Improvement Funds	Federal	\$98,503	X	Pages 11, 14, 18, 22, and 25
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,953,078	X	Pages 11, 14, 18, and 22

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. **[The New Lots School, P.S. 213]**, 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. **[The New Lots School, P.S. 213]** 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

[The New Lots Schools, P.S. 213], 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 213
School Name New Lots School		

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 Stanley Moise	Assistant Principal Lisa Buckley, AP
Coach G. Collins, Literacy Coach	Coach F. Alexander, Math Coach
ESL Teacher Rosalind Segura	Guidance Counselor Oneka Thompson
Teacher/Subject Area A. Thompson, IEP/SETTS	Parent Janet Edwards
Teacher/Subject Area D. Gibbs, Speech	Parent Coordinator Pauline Forbes
Related Service Provider T. Schiffenbauer, Speech	Other Cynthia Feaster, AP
Network Leader(Only if working with the LAP team) Gilberto Garcia	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	453	Total number of ELLs	24	ELLs as share of total student population (%)	5.30%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	1	2	1	2	2	2								10
SELECT ONE														0
Total	1	2	1	2	2	2	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24			4						28

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	24	0	0	4	0	0	0	0	0	28
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	3	2	2		2								12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2	2	2	3	2								11
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	5	4	5	3	4	0	24						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	1	3	1								9
Intermediate(I)		2	3	2		2								9
Advanced (A)	1	2		2		1								6
Total	3	5	4	5	3	4	0	24						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				2				2
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.
Students are assessed in the beginning, middle and end of the year utilizing Running Records from Teacher's College. Additionally, Pre and Post assessments for reading and writing are ongoing. We are in the process of adapting ReadyGen as our literacy curriculum and in the meantime we are using other supplemental materials for instruction such as Wilson's reading phonics based

intervention program, Foundations and the reading comprehension focused Imagine It curriculum.

There are now 24 ELLs at this time, three in kindergarten, five in the first grade, four in second grade, five in the third grade, three in the fourth grade and four in fifth grade. The ELLs the ESL teacher services typically enroll at a lower level such as Beginner, and advance as they are serviced. This year there are four newly enrolled Spanish speaking students in the school system, three in kindergarten and one in second grade. With the exception of one kindergarten student who tested advanced in the LAB-r, the others speak no English at all at the time of their enrollment.

Children who were in kindergarten last year and received ESL all made progress, 2 of which moved up a level to Intermediate and 2 advanced to Advanced, while only just gained points within their Beginner level. It is noted that this student had just arrived from Yemen and English is not spoken at home. All three students in the second grade improved moving from Beginner to Intermediate levels as measured by the NYSESLAT. Two students in the third grade moved from Intermediate to advanced, and the other three stayed within their level. It is noted that one of these had interrupted his schooling and recently returning from Yemen. The other two who remained in their level are special education students who have an IEP. The three students in the fourth grade are all from Yemen and one of those had interrupted education as they returned to their country for a year and recently returned and re-enrolled in our school. They all remained beginners and two out of the three students have only received one year of ESL services and entered the public school system in at least the third grade. None had the benefit of completing kindergarten in the NYC public school system. Of the four students in the fifth grade, one recently returned from Yemen, thus he remained a beginner. The other three students have been ESL students for 5 years, however these students have made no improvement in the NYSESLAT, however 2 of these 3 students scored a three in the Science test. A breakdown of the scores indicate that the reading and writing modality is where they are deficient, as three of these four are Advanced in the listening and speaking and the other student has already attained proficiency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data shows that all across the grades, the students are achieving adequate yearly progress with the exception of the students who had interrupted schooling and some not all of the IEP students. In addition, the students are more proficient at speaking and listening, and least proficient at reading and writing. Most of the new students for the past few years have entered at a beginning level of proficiency and many coming into the upper grades (2-5) have just arrived from their country with no English language skills whatsoever. Approximately half of the students speak Arabic, and arrived with no English skills, mostly into grades (2-5), and half of our ESL population come from Spanish speaking homes. One student speaks Fulani and French.
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 [AMAQO tool](#))
The data drives instructional focus. With teachers conferring with the ESL teacher, student specific needs can be addressed. Once the teachers understand and are made aware of the data the student deficiencies, activities can be planned that reinforces that modality, whether it be listening, speaking, reading or writing.

The AMAQO delineate the measures we are held to under Title III of No Child Left Behind, including student progress in learning English and students reaching proficiency in learning English as measured by the NYSESLAT. This data makes it possible to see if students are achieving their goals. Extra measures to promote learning are summoned such as engaging students in structured classroom discussions, one on one instruction, language aids such as online translators and dictionaries are used, explicit instruction and more frequent and alternative assessments to focus and individualize instruction.
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?Our school offers only a freestanding ESL program therefore only English language tests are being administered. Our School is frequently selected to administer the Periodic Assessments for ELA and the NYSESLAT.
The school leadership shares the results with teachers providing us with up-to-date information about what students know and what students need to learn enabling teachers to target instruction to the learning needs of every child. We also use this Periodic Assessments to predict students' performance on New York State Tests so that teachers can help every student meet or exceed State 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 [RI Guide for Teachers of ELLs](#).)

The results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction. The implication for our school's Response to Intervention begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized such as Wilson's Foundations. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening. The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. ELL's with less than three years in U.S. schools are supported by the ESL push in program, small group classroom differentiated instruction in language arts and academic instructional services support.

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

While we believe the research based theory that 2nd language acquisition can be aided by first language skills and that these skills can transfer, we do not teach the foreign language. Our school offers a Freestanding English as a Second Language (ESL) program. Generally students in freestanding ESL programs receive all instruction in English with the students native language serving as a tool to support the acquisition of English.

A child's second language is also considered when utilizing bilingual materials such as books, and picture dictionaries which we keep both in Spanish and Arabic which is the dominant home language of our ESL population. We also plan activities such as making welcome signs, maps or flags and make bulletin boards which validates their cultural heritage.

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?

We do not offer a dual language program.

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

The success of our ESL program is based on the results of all state tests such as NYSESLAT, ELA, Math, Science and Social Studies. We believe we are meeting our AMAO criteria because the majority of our increased levels from Beginners to Intermediate, or from Intermediate to Advanced in the NYSESLAT.

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](#).)

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). Pedagogues are there to assist parents with any questions on completing the form. Ms. Segura, the ESL Teacher and Mr. Alexander the testing coordinator are the pedagogues who work with parents to complete the necessary forms and are also present at the ELL parent orientation meetings. When the dominant language in the home is something other than English, the student is then administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within their first 10 days of enrollment. Every few days, ATS is used to ensure all potential students are identified, in addition to the HLIS form. Either the ESL teacher, Ms. Segura or Mr. Alexander, one of our testing coordinators and math coach conducts the process from formal initial assessment, conducting the LAB-R, providing ESL services and administering the yearly NYSESLAT. If the student fails the LAB-R, and his home language is Spanish, he is then administered the Spanish Lab-R. These exams are administered during the first two weeks of being admitted. It is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the Freestanding ESL push-in model. ESL services will begin usually within the first week that student is enrolled.

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.

Our annual ESL Parent Orientation is usually held the last week of September. At this event, parents are given a survey to determine if they are still interested in our Freestanding ESL program or participating in another program at another school. We provide a list of schools and options for all New York City. At this meeting, parents are also invited to visit classrooms and talk about services that are available. A package of information is also prepared including agenda, school calendar, activities, organizational sheet for the school, and a flyer explaining the parent choices in their native language. Parents have always elected to keep their children at our school in our freestanding ESL program. When we survey the parent choices, the trend has been to keep the students in our services 100% of the time. The parents are given the information of the bilingual and transitional programs in our surrounding schools but they have opted instead for the convenience of location, and also most of these families have more than one student studying at the same school.

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 ESL Teacher prepares the entitlement letters and non-entitlement letters in the first month after the majority of ESL students have been identified and tested. The original letters are signed by the Principal and sent home with the students. Copies are kept in the compliance binder which is stored by the ESL teacher. Additionally, the Parent Survey and Program Selection forms are also contained in the compliance binder after they have been completed by the parents at the orientation meeting. Any parent who has not completed these forms will be contacted to complete and returned signed forms.

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

After the potential ESL student has been identified and the LAB-r administered, he will be serviced automatically with our Freestanding ESL program if the student fails the LAB-r and is therefore entitled to ESL services until the parent chooses an ESL program. At the ELL Parent Orientation the parents will be explained their full options and make their selection on the Parent Selection form which will be provided along with the ELL Parent flier in the ESL kit in the parents native language so that they can make an informed decision. At that time the parents may wish to either transfer their student to a school that offers the ESL program of their preference or choose to have the student remain in our school and continue receiving services in our Freestanding ESL program. During the first few weeks of the year the ESL teacher sends out an entitlement letter and plans with the Parent Coordinator an ELL Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the ELL parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Copies of all documentation are kept in the compliance binder. Our school offers a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly.

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.

Prior to the exam students are exposed to test preps and practice tests from Continental Press to help prepare the students to achieve their best results. NYSESLAT is administered yearly to all ESL students in the order the exam is prescribed in the time period dictated. The test is administered in the following order: first speaking, then listening, then reading and writing. If a student is absent, we will continue attempting to test that child maintaining the proper testing order. Students are tested the speaking portion individually but the other portions in groups by grade. All protocols are respected. Students are separated in a quiet part of the building and the tests administered according to the instructions by either the ESL teacher or the testing coordinator or an experienced pedagogue.

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](#)

Parents have elected for their children to remain in the Freestanding English as a Second Language program at our school 100% of the time for the past 7 years, therefore, alignment between parents choice and program offering is consistent. This is due to the convenience of the location, which is near their home and family businesses. Half of our students are of Yemen decent and these children come from homes with many siblings. Therefore, they try to keep the students in the same schools as much as possible. They continually choose to remain in our school's monolingual program although the other bilingual options are presented. Proximity and family ties keeps them choosing our school year after year.

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])?

Our school uses a push-in co-teaching organizational teaching model. In this model the ESL teacher pushes in with students of similar grades and levels to assist the teacher with making input comprehensible for the ESL students utilizing research based strategies such as Sheltered Teaching Methods, differentiation, scaffolding, adding background information, modeling and providing examples, using a dictionary and translator when necessary. Students are grouped homogeneously to provide the required instructional 360 weekly minutes to beginners and intermediate students and 180 minutes to advanced students. To achieve this all beginners and intermediate students in kindergarten and first grade are served together. Students in the second, third and fourth grade band are grouped together and fifth grade is served in like fashion.
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 are serviced in a push-in capacity by the ESL teacher in our Freestanding ESL program based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly and, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly. Students are grouped together according to their level and the ESL teacher pushes into one classroom with the group. Teachers cooperate so that their students are serviced appropriately.
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.

Teachers attend Professional development to learn about teaching strategies that will help them teach content areas to the ESL

students. To make content comprehensible to ESL students, teachers use charts to emphasize skills being taught, and illustrations to help simplify lessons. Each lesson is presented in a Multi-method Approach to reach all learners regardless of their preference including Visual, Kinesthetic and Audio. Sheltered Teaching including using the home language to aid understanding, using gestures and signaling, the use of Total Physical Therapy to help solidify learning. Teaching is scaffold and differentiated to help the students succeed at every task. Non-conventional methods are also employed to diversify learning to stimulate, motivate and create a non-threatening environment where learning can thrive as they are engaged in fun activities such as the use of videos, Music, Games, Technology, Computers, and a smartboard or overhead projector. This fosters learning and second language acquisition can occur more naturally. Cultural relevance is added wherever possible to help bridge the gap between the American culture and their heritage by showing how the values are similar, etc. We believe it is important to offer lessons using content that reflects students' lives, interests and culture.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When students are first identified as an ESL student because they fail the LAB-r, then the Spanish LAB-r is administered if the student's home language is Spanish. No other native language evaluation is done as our school only offers a monolingual ESL program known as Freestanding English as a Second Language (ESL)
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students participate in all assessments with the general education population and teachers collaborate to share results and plan strategies to meet the needs of our LEP students. Assessments are ongoing to measure reading accuracy level and comprehension, listening and speaking skills, and writing utilizing Running Records from Teacher's College.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our school has students who have literacy and academic gaps due to the interruption of their formal education to return back to their country for a time. When they return they have to relearn much of what they were previously taught in the past. These learners require instruction in the basic concepts and skills necessary for academic success, including how to study and take notes, and how to participate in class discussions. These students are usually far behind their peers and easily frustrated to find this learning gap. Therefore a supportive environment is created that involves utilizing bilingual staff that speaks the same language and activity pairing with students who also speak the same language. These needs are recognized and specifically targeted by the ESL and classroom teachers.

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?
Specially designed academic instruction in English (SDAIE) and CALLA is our teaching approach for teaching academic content, social studies, science, math and ELA to our English language learners. Besides using the sheltered strategies which were mentioned before, teachers collaborate to continually reinforce new concepts and language in academic instruction and integrate concepts across content areas and language/literacy classes. The ESL teacher is a focal point for this and assists to provide simplification of language and explicit instruction and translation. Every opportunity is sought where material can be shared across the contents and used to teach phonics, reading, vocabulary, grammar and comprehension.
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?
ESL students with IEP's are served according to their IEP mandates and goals. There are currently five ESL students with an IEP. The IEP/SETTS and ESL teacher both work together with the classroom teacher to avoid scheduling conflicts, share learning goals and limitations to maximize their instruction and secure these student's academic success. The ESL teacher is provided a copy of the student's IEP and attends meetings involving changes to the IEP so the ESL teacher can be aware of how best to help this student. All service providers are involved in this process including the ESL, IEP/SETTS, and Speech teachers so they can all be involved in streamlining ideas and lessons and helping the student learn more effectively and reach their IEP goals. Students with IEP's are placed within the least restrictive environment and additionally, when the ESL teacher pushes in, she takes these students into a general education class and this way these students are given the opportunity to be educated with non-disabled peers. They have access to the general education curriculum and provided with supplementary aids such as a para and or the ESL teacher.

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

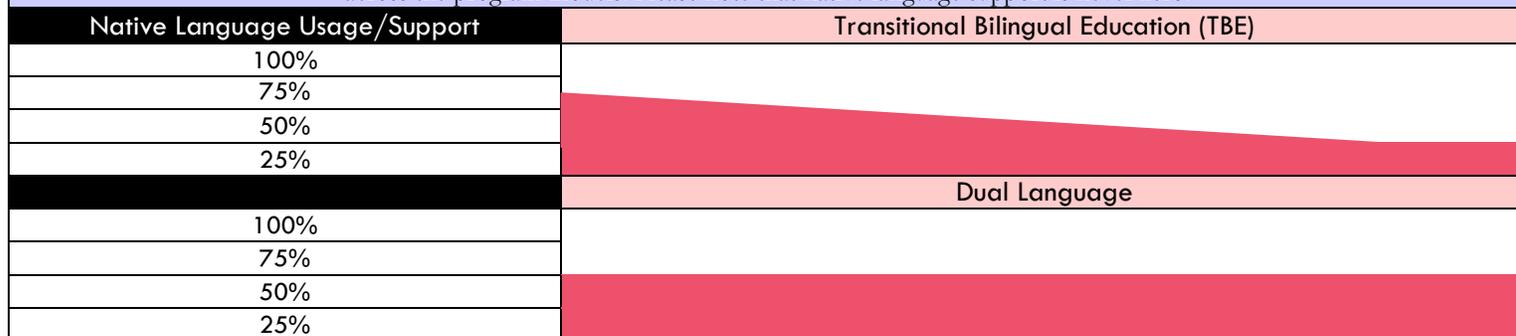
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effectively meeting the needs of our Ells with targeted, differentiated and scaffolded instruction. Additional services besides ESL is extended to the student including Speech, SETTS, Literacy and Match coach, Guidance counseling, and paras who speak the native language are extended to ESL students.
11. What new programs or improvements will be considered for the upcoming school year?
Providing additional time with an ESL teacher or establishing a self contained ESL class in a co-teaching model with a teachers who speak the language of our studnets, one Spanish and one Arabic speaking teacher. If we enroll enough students across two consecutive grades this is one consideration which our ELL students may benefit from.
12. What programs/services for ELLs will be discontinued and why?
We will continue to offer our Freestanding ESL program unless we enroll at least 15 students of Spanish speaking and/or 15 students who are Arabic native speakers in two to three consecutive grades. In this case we will eliminate our push-in ESL program and offere a self contained ESL classroom with an ESL teacher and a para who speak the students' native language.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Ells are afforded equal access to all school programs and are given preference often being mandated and assigned Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. As state testing time approaches, our After School program begins and letters are sent home making the ESL students participation mandatory.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The following instructional materials are used to support ELL instruction: Real World Phonics, Words Their Way vocabulary, Reading Comprehension, video, audio and computer instruction administered by the ESL Teacher.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Appropriate age and level material is used as determined by Common Core Learning Standards and Core Knowledge Sequence is also consulted to supplement material. Teaching is targeted to bring students from where they are to make progress and catch up to where they are supposed to be. Assessments help guide instruction to determine what skills have been mastered and what needs to be retaught during small group instruction and homework assignments.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
In the beginning of the year the school holds an ELL Parent Orientation where both the students and parents are invited to attend and information is shared to assist the student enrollment and transition into this new school system. The Parent Coordinator is involved and Parents along with the Ells are invited to ongoing activities such as Take your kids to school day, Book clubs, Movie Night etc. In addition the servive providers and teachers who will be working with these children throughout the school year work together to assist the students with making a smooth transition. They are available for any questions and for targeted educational assistance.
18. What language electives are offered to ELLs?
We do not offer a foreign language program at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - 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 is provided to all staff by experienced pedagogues during grade and extended day professional development weekly meetings. New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year. The ESL teacher attends monthly training network meetings and additional Professional Development offered externally.

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?

R Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. Our school also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

Parents are invited to such activities such as educational trips, tournaments, recitals, PTA meetings, fundraisers for charities that benefit children, Family Day Feast, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about ARIS Let's Talk, and Basic English For Spanish Speakers.

Translation of all necessary correspondence is completed in-house. We have staff that can speak all the languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K213 School Name: PS 213

Cluster: 5 Network: CFN408

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

Part A: Needs Assessment Findings

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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Arabic, French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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.

In the past 6 years our ESL population has consisted of mostly Spanish and Arabic speaking backgrounds, however, we have one student whose home language is French. The father of this student and all of the Arabic speaking students are bilingual and speak English. Correspondence can be translated by using an online translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services.

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.

Official correspondence for the parents of ELL's will be sent home in the their home language according to their Home Language Identification Survey(HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's.

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 interpretation services are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French and Spanish. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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>.

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: New Lots School	DBN: 19K213
Cluster Leader: _____	Network Leader: Ellen Padva
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL Program Description

The P.S.213 is located in the East New York area of Brooklyn near Pennsylvania Avenue and Linden Boulevard. The English as a Second Language program at P.S. 213 is a freestanding pull-out program, where students receive small group instruction. ESL instruction is offered by a certified English as a Second Language Teacher.

The PS 213 ESL program is presently serving 30 students. The ESL population consists of students whose home language is one of the following: Spanish, Arabic, Bengali, Fulani, Haitian Creole, and French. The students receive all instruction in English, as per NYS regulations with additional instruction from the ESL teacher according to their level as determined by the NYSESLAT. Beginners and Intermediate students receive 360 minutes a week of instruction, and the advance students receive 180 minutes of instruction a week.

P.S.213's TITLE III program supplements instruction is for grades K, 1, 2, 3, 4 and 5. This program targets LEPs/ELLs scoring at the beginning and intermediate level in ESL proficiency based on either the LAB-R or NYSESLAT. It will also include students who have tested out of ESL based on the NYSESLAT and have scored a Level 2 in the NYS ELA and Math exams. This is the transitional support we provide for ELL students who have tested out within 2 years. English Language Learners in grades K, 1, 2, 3, 4, and 5 will participate in the Title III after-school program starting March 7 to June 17, 2013, every Thursday, and Friday from 3:30PM to 5:30 P.M. and on Saturday's from 9am to 12noon. On Thursdays and Fridays, Level 1 & 2 students work on ELA and math skills. On Saturdays, we will focus on all ELL's with a strong emphasis with our enrichment program for our students will concentrate on math skills.

The After-School Title III program is conducted by a certified ESL teacher, Math Coach and a General Education teacher. We will have two classes with the ESL teacher pushing in on both classes while the Math and Literacy teachers rotating in the classes so students will receive a balanced learning experience. The teachers are budgeted for 106 hours. The teaching technique used will enhance listening, speaking, reading and writing as well as Mathematics skills. The Title III supplementary after school program will be using the following academic programs:

1. Reading Circle:

Students listen to audio books and participate in oral discussions followed with written responses. This meets the listening, speaking, reading and writing strands of the NYS ELA and NYSESLAT. This program will in addition develop social and academic language through ESL strategies and techniques. Further, students develop critical thinking skills to express observations, state opinions, and draw conclusions

Part B: Direct Instruction Supplemental Program Information

which are skills covered in the NYS ELA test. Materials will include 6 sets of 20 books each, 1 CD to be used in the classrooms, and worksheets purchased from Recorded Books. The total for this purchase is \$1,200.00.

2. Imagine It Program

A set of English Language Learners Support Workbook (ELLSW) will be purchased which develops skills in speaking, listening, reading and writing. It also familiarizes students with the type of questions they are faced on testing day as well as the NYSESLAT. Another component of "Imagine It" is that it focuses on comprehension skills needed for the NYS ELA test. Cost of materials is based on grade level needs.

Part C: Professional Development

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

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

Begin description here:

Professional Development

The P.S.213 Professional Development Schedule will include the Title III teacher in a variety of high quality and research-based program for all staff. The ESL teacher will engage in citywide and school based professional development. All professional development is offered in English and focuses on implementation of ESL methodology in reading, math, and the content areas of science and social studies. All providers of professional development are state-certified teachers and / or ELL/ESL instructional specialists. In addition, the ESL teacher will attend a series of monthly workshops from December through May on a variety of topics that include differentiated instruction, analyzing data, vocabulary development, and quality teaching for English learners (QTEL) strategies. Teachers who attend these workshops turnkey the information they receive to other staff during grade level meetings, sharing with them the latest strategies and techniques used to increase the retention, skills, and test scores of the students in the Title III program.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Description of Parent and Community Participation:

Some of the Title III funds will be used to provide programs for the parents of our ELL students. An orientation facilitated by the ESL teachers introduces them to the Title III after-school ESL program. The orientation is held in the evening and lasts approximately two hours. It includes an oral presentation and interactive activities. The school provides interpreters for parents who speak Spanish, Arabic, Fulani, Haitian Creole, and French. The orientation is also used to recruit parents to participate in the after-school program and to talk about community resources that are available to parents of ELLs through various community based organization that provides a variety of adult classes. In addition, we offer six two-hour classes of intensified ESL and computer classes to our limited English parents and parents of students from our Saturday program who wishes to attend. Each class offers 1 hour of English survival skills and 1 hour of basic, hands-on computer skills. The texts that we use for the ESL classes are The Oxford Picture Dictionary and its complementary workbook. These offer 140 key topics to meet the vocabulary needs of adults and include a variety of practice exercises. As a result of these classes, parents will be better able to assist their children with homework assignments, communicate with teachers, function in society, and express their needs. All classes will be presented by the certified ESL teacher. On the last day of the adult classes, the program’s educational materials will be distributed to the parents so that they can refer to them as needed at home. Moreover, there will be a multicultural culminating activity in which the parents will have an opportunity to socialize with each other and the teachers. Culturally appropriate refreshments will be provided at this activity.

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

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	_____	1 ESL Teacher, 2 Coach/Teacher

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.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		March 7 – June 14 101 hours x 50.19 = 5,069 1 Technology Teacher 10 hours x 50.19 = 501
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	Professional Development will be at no cost to TITLE III	Administration Technology Teacher
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$5,630	General Supplies/Audio Books
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11200	_____