

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

DBN: (i.e. 01M001):

17K221

School Name:

TOUSSAINT L'OUVERTURE

Principal:

CLARA MOODIE-KIRKLAND

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre-K – Grade 5 School Number (DBN): 17K221
School Type: Elementary Grades Served: Pre K - 5
School Address: 791 Empire Boulevard, Brooklyn, N.Y. 11213
Phone Number: (718)756-0122 Fax: (718) 953-2657
School Contact Person: Clara moodie-Kirkland Email Address: cmoodie@schools.nyc.gov
Principal: Clara Moodie-Kirkland
UFT Chapter Leader: Jephahlin Scott
Parents' Association President: Averill Mason-Scantlebury
SLT Chairperson: Averill Mason-Scantlebury
Student Representative(s): _____

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Avenue, Brooklyn, N.Y. 11213
Superintendent's Email Address: Cellis3@schools.nyc.gov
Phone Number: (718) 221-4372 Fax: (718) 221-4326

Cluster and Network Information

Cluster Number: 4 Cluster Leader: _____
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Clara Moodie	*Principal or Designee	
Jephahlin Scott	*UFT Chapter Leader or Designee	
Averil I Mason Scantlebury	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Idovia Brooks	Member/ Parent	
Kathleen Harte	Member/ Teacher	
Candice Lawrence	Member/ Parent	
Roxy Maddox	Member/ Parent	
Veronica Shields	Member/ Parent	
Yolande Edwards	Member/ Teacher	
Elizabeth Williams	Member/ Teacher	
	Member/	

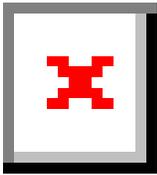
**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 221, the Toussaint L' Overture School, located in Crown Heights, Brooklyn, New York is a five-story brick building that is 71 years old. It is basically in good condition. The hallways have been painted in bright welcoming colors. The non-tiled floors have been scraped, sanded and polished. Eighteen rooms in the building have air conditioners.

The annex is a separate building connected to the main building by a 2nd floor bridge. The annex houses seven classes and has an Assistant Principal's office. The custodial staff is keeping both buildings clean, safe and well lit.

We believe that it "takes a village to raise a child". Therefore, we envision our school as a community of learners. Everyone is actively involved in the educational process: students, staff and parents. We strive to empower our students to become critical thinkers who are able to communicate effectively and develop skills and knowledge to help them become productive members of society. We all share in the responsibility of helping our students reach their goals in a nurturing, and supportive environment.

The P.S. 221 community will provide a safe, nurturing environment that will develop self-esteem and prepare each and every student to function as responsible members in their local and global communities. Students will be encouraged to reach their levels of academic excellence.

The current instructional programs used to support our goals are Ready Gen and Go Math. We made a collaborative decision to implement Ready Gen in English language arts and Go Math for mathematics instruction, in order to create coherent curriculum and planning across grade levels and ensure full alignment to the Common Core Learning Standards (CCLS). The teachers are strategically scheduled three to four times a week to plan units, lessons, tasks, analyze student work products and assessment results.

P.S. 221 recognizes that parents are our students' first and foremost teachers. We encourage parent volunteers to work with teachers in the classrooms and lunchrooms. In addition, P.S. 221, along with the Parent Coordinator, lead teachers and Guidance Counselors provide parent workshops. Topics include Literacy, Math, Prep for Prep, discipline and other community issues. P.S. 221 will continue developing and strengthening our relationship with parents and the community. We recognize the importance of their input in our school.

During the past four years P.S. 221 has been working closely with the Non-Profit Organization, "Seeds In The Middle" led by Ms. Nancie Katz. This organization has helped guide our staff and students into developing healthy eating and physical fitness. Our students are involved in composting, recycling and planting. Ms. Katz has helped us set-up a Hip2be healthy market which is run by student under the guidance of a staff member. They offer healthy snack choices to the staff and students such as fruit, smoothies and water. Seeds In the Middle has assisted us in making a connection with Home Depot which provided free materials and labor to construct planting boxes and mobile Food carts.

P.S. 221 has grown in many ways during the past year. Based on our Quality Snapshot, we made significant progress in English Language Arts on the State Test for all students including the lowest performing students. A review of the 2013/14 DQR indicated that our teacher teams worked well revising units and tasks across grades and subjects. It is also indicated that various opportunities are in place for teachers to engage in professional development to strengthen their instructional capacity and make significant progress for students to meet the appropriate Common Core Learning Standards..

Our focus this year is to improve student performance and provide continued support to staff through professional development. This will be accomplished through teachers improving their questioning and discussion techniques and using assessment throughout instruction. We will also focus our teachers on continued work in teacher teams to revise and update curriculum maps, examine student work and monitor student progress. Professional development will be provided regularly by school leaders, teacher leaders and network support to improve instruction and student performance.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1.	Finding: An analysis of the State Math scores for the past four years and a review of classroom assessment results indicate varied movement in achievement. During 2010-11 student achievement and progress was on an upward movement, 2011-12 noted a decline in achievement however, 2012-13 indicated a positive movement in achievement and progress. A review of our 2013 – 2014 Data Snapshot indicates that our general education, special need and English language learners are performing below level in Math.
2.	Strength: P.S. 221 has collaboratively chosen a research-based Math curriculum, “Go Math”. During the 2013/2014 school year teacher teams worked collaboratively.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 teachers will modify the math curriculum to enhance problem-solving and question and discussion techniques, so that instruction is customized, motivating and aligned to common core standards. This will result in an overall 3% improvement on the state math test.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
1. Math literacy Block - Kindergarten through grade five implement a 90 minute Math Block of instruction daily. Two days a week math instruction will take place during the first half of the day and the remaining three days a week, it will take place in the latter half of the day.	Kindergarten – grade 5	Sept. 2014 – June 2015	Principal, classroom teachers, Assistant Principals
2. Professional Development – Professional Development will be provided on the following topics: Using data to drive instruction, analyzing student’s work, bringing rigor to a lesson, modifying	All Staff	Sept. 2014 – June 2015	Classroom teachers that attend PD will turn-

curriculum units of study with scaffolds, in order to address deficits identified in our data findings.			key information to staff, Professional development will be provided by the Principal, Assistant Principals, instructional leads and Network Achievement coach.
After-school Literacy Program - Provide additional instruction in math two afternoons per week.	Grades 3 - 5	February 2015 – April 2015	Teachers, principal, Assistant Principal
Integrate the use of manipulatives and math games into daily math instruction to deepen the student’s (including SWDs, ELLS and Students in the lowest third) understanding of math concepts and strategies being taught.	Kindergarten – grade 5	Sept. 2014 – June 2015	Principal, classroom teachers, Assistant Principals

Part 4 – Resources Needed

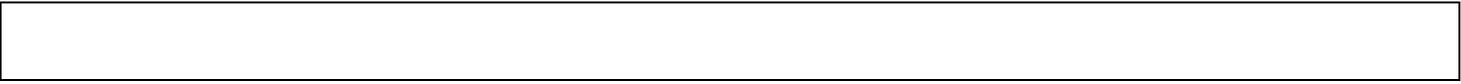
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Funding for per session – after-school program 2. Teachers and supervisor for the after school program 3. DOE Go Math Online student program, RAZ Kids, PD in ARIS,IXL 4. Professional development by teachers an in house staff, Network provided Professional Development, Go Math PD, ARIS online PD, Implementation of strategies introduced in PD, I Ready student books.

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		Title I Basic		Title IIA		Title III		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:				
<ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities. 				
<ol style="list-style-type: none"> 1. Go Math End Chapter assessments with scores of 70% or higher along with gap analysis of assessment results, periodic assessments. 2. Teacher reflections on professional development sessions, and student progress as measured through assessment data and analysis of student work. Teacher observations and feedback will be provided in order to monitor the effectiveness of professional development learning. 3. Attendance/participation of students in the after school program 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1.	Findings: An analysis of the ELA scores for the past four years and a review of 2013 end of year MOSL results indicate varied movement in achievement. During 2010-11 student achievement and progress was on an upward movement, 2011-12 noted a decline in achievement however, 2012-13 indicated a positive movement in achievement and progress as well as in 2014.
2.	Strength: P.S.221 has shown significant progress in ELA based on the 2014 State Assessment. We have collaboratively chosen a research-based program “Ready Gen,” to support ELA growth.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 teachers will establish a classroom culture where students feel supported and challenged through the improvement of questioning and discussion techniques and the use of assessment throughout instruction. This will result in an overall 3% improvement on the State ELA exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
1. Literacy Block - Kindergarten through grade five will implement a 120 minute Literacy Block of instruction daily. Three days a week Literacy instruction will take place during the first half of the day and the remaining two days a week, it will take place in the latter half of the day.	K – Grade 5	9/ Students in the lowest third Students in the lowest third 14 - 6/15	1. Classroom teachers, Principal, Assistant Principals and Network support staff will support teacher team planning, lab-sites, and inter-visitation.

2. Professional Development will be provided on the following topics: Continue deepening our understanding of rigor; using data to drive instruction; analyzing student’s work; modifying curriculum units of study with scaffolds in order to specifically address the needs of SWDs, ELLs, and Students in the lowest third	All Staff	9/14-6/15	<ul style="list-style-type: none"> Classroom teachers that attend Network PD to turn-key information.
3. After -school Literacy Program in ELA two afternoons each week.	3-5	2/15-4/115	Teachers, principal, Assistant Principal

Part 4 – Resources Needed

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

1. Ready Gen online PD; common preps for planning and reviewing student work; Teacher observation with feedback based on the Danielson frameworks.
2. DOE professional developments, Network provided professional development; CITE professional development, ARIS online professional development.
- 3 ELA student books for afterschool program.

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		Title I Basic		Title IIA		Title III		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:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 10. Specify a timeframe for mid-point progress monitoring activities.
1. _MOSL ELA student data will be analyzed in September and June.
 2. Results of end of unit and DRA 2 Assessment during Data talks will occur in September as part of the initial Planning Conferences, in January after the midlines and in June as part of the end of year conversation. Additional data conversations will be had when observations are done.
 3. Teachers and supervisors in the after-school program will regularly monitor student progress via analysis of student program assessment data in April. These findings will be reported back to the classroom teacher every four weeks

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1.	Findings: A review of the 2013/2014 DQR indicated the need to continue and deepen the effectiveness of teaching practices to promote academic rigor and improve student outcomes.
2.	Strengths: School leaders organize time for teacher teams to meet. The school is supported by the Network which helps us to address our professional learning needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 teachers will have the opportunity to participate in professional development which promotes a culture of respect and continuous school-wide improvement, as evidenced by a minimum of 50% teacher improvement in 2 or more components of the Danielson Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Instructional rounds will be conducted by teams of teachers to provide feedback and support professional growth to each other.	Classroom teachers grades K-5	12/14 - 5/15	Classroom teachers, Principal, Assistant Principals and Network support staff will support teacher team planning, lab-sites, and inter-visitiation
Professional Learning Communities will regularly collaboratively read articles and professional books, intended to specifically address identified areas of teacher practice in need of improvement.	Classroom teachers grades K-5	12/14 – 6/15	Teachers, principal, Assistant Principal

Teacher led professional development on Mondays will include strategies to address the specific needs of SWD, ELL, and students in the lowest third; as well as the deficits in student understanding identified in our data findings.	Teachers	10/14 – 6/15	Teachers, principal, Assistant Principal

Part 4 – Resources Needed

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

Professional Articles, Professional books, access to ARIS library, Off site Professional development opportunities , scheduling for inter-visitations

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	X	Title I Basic		Title IIA		Title III		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:

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

Progress in teacher practice will be analyzed via periodic review of school-wide formal and informal observational; and via a review of lesson plan artifacts. In January we will review data to see if we are on track to achieving this goal.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1.	Findings: A review of our 2013-2014 DQR Report indicated that school leaders need to continue to refine systems and structures in place to improve teaching practices.
2.	Strengths: School leaders make strategic decisions to use resources in alignment with school goals that strengthen instructional capacity, professional collaboration and are geared toward improved student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 school leaders will conduct frequent cycles of progress monitoring of school and grade levels, to determine strengths, weaknesses and areas for school wide improvement evidenced by student data/ work product and teacher/ team curriculum artifacts and Advance reports .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Every month administrative and teacher teams will review observational and student data in order to determine if there is improvement in teacher practices and student outcomes.	Classroom teachers grades K-5	11/14 - 6/15	Classroom teachers, Principal, Assistant Principals and Network support staff will support
Establish a four week monthly cycle to enable teachers to work collaboratively to do the following: Week one – embed scaffolding strategies into units of study, week two- analyzing student work, week three analyzing common assessments, and week four – continued review of student work or assessment results. Weekly	Classroom teachers grades K-5	10/14 - 6/15	Classroom teachers, Principal, Assistant Principals and Network support staff will

teacher team work will be monitored by the administration.			support
The Prep schedule will be strategically organized to accommodate three – four common prep periods for every class/ grade including classes of SWDs, ELLs, and those with students in the lowest third.	Teachers	9/14 -6/15	Principal, Assist principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administrative meeting time, Monthly observation planning

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		Title I Basic		Title IIA		Title III		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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Examination of Observation Data in January expected outcome – 25% improvement in 2 or more areas in Danielson frameworks. Prep Schedule , administrative Comments of monthly cycle				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	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.

Part 1 – Needs Assessment

33.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1.	Findings: A review of the School Environment Survey indicated that parents would like more opportunities for workshops and to receive community information.
2.	Strengths: Our 2013/2014 Environmental Survey indicated that ninety-seven percent of the parents are satisfied with the education that their child received.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 school leadership will bring family resources into the building by developing partnerships with families, businesses, and community-based organizations. This will be evidenced by five (5) or more Parent workshops and three (3) organization connections.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
We will continue our connection with Learning Leaders to provide Four workshops for Parents. The topics are Writing; test taking strategies, Common Core Standards.	Parents	3/15 -5/15	Parent Coordinator, principal Assistant Principal
Monthly Newsletter/Calendar to Parents will be created and distributed.	Parents	9/14 –6/15	Parent Coordinator, principal Assistant Principal, Teachers
Cite will provide two workshops for Parents topics to be determined by Parents i.e. relieving homework stress, test anxiety	Parents	February & May	Title I Committee, principal, AP

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Part 4 – Resources Needed

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

Contract with Learning Leaders for four workshops, Survey of Topics of interest to Parents, Contract with Cite, Construct Newsletter/calendar, access to printing, and Parent invites to workshops.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		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:

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

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

We will review Data in January to verify that Calendars for September – January were created and distributed.

Contracts and specified dates for workshops will be reviewed in January. Agendas, materials distributed, Copy of Survey, copy of Parent invite, and parent reflections will be reviewed after each workshop.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?	
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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)	State test results	Repeated reading, phonics, interactive writing, Progress ELA.	Small group	During the day
Mathematics	State test results	Manipulatives ,math games, Progress	Small group	During the day
Science	Teacher referral	Manipulatives, experiments, repeated reading	Small group	During the day
Social Studies	Teacher referral	Repeated reading, close reading	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, Parent request	Puppetry, repeated reading, interactive writing, therapeutic games, crafts	Small group, one to one	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.

Administrative staff attends hiring fairs to fill vacancies. The payroll secretary will work closely with the network HR to ensure required mandates are met with non-highly qualified staff. The hiring committee will consist of administration, teachers and parents. Administration will incorporate staff professional development suggestions as possible, along with PD indicated by school leaders.

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).

Administration will attend PD provided by the network as well as online PD. Staff will be sent to PD provided by the network, institutes of higher learning, online PD and PD provided by the administration. Information will be turn-keyed to entire staff.

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.).

Pre K and Kindergarten will have an open house where new admits are invited in to meet staff and introduce parents to the curriculum. They receive a school tour and have the opportunity to ask questions.

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.

We have an assessment team that decided MOSL responsibility. Grade teams meet to review curriculum and assessments. Teachers complete annual goal s and meet with administration to discuss goals and needed support. The PD directly reflects the needed support as well as areas noted in observations.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	\$341,240	X	
Title I School Improvement 1003(a)	Federal	NA		
Title I Priority and Focus School Improvement Funds	Federal	NA		
Title II, Part A	Federal	\$177,295	X	
Title III, Part A	Federal	NA		
Title III, Immigrant	Federal	NA		
Tax Levy (FSF)	Local	\$2,090,760	X	

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:

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

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. **[P.S. 221]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[P.S. 221]** 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)

[School name], 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 17	Borough Brooklyn	School Number 221
School Name Toussaint L'Ouverture		

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 Clara Moodie-Kirkland	Assistant Principal Ida Phillip
Coach type here	Coach type here
ESL Teacher Hua Yang	Guidance Counselor Sheila London
Teacher/Subject Area Yoland Edwards/Math	Parent Averil Mason-Scantlebury
Teacher/Subject Area Barbara Zam/Library	Parent Coordinator Philton Lewis
Related Service Provider Adele Ming	Other type here
Network Leader(Only if working with the LAP team) Roxan Marks	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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	414	Total number of ELLs	30	ELLs as share of total student population (%)	7.25%
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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														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

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	23	0	5	7		4	0	0	0	30

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	23	0	5	7	0	4	0	0	0	30
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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		2	3	4	5	2								16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	1	1	1	2	4								10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		1		1								4
TOTAL	2	4	4	6	7	7	0	30						

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)	0	0	1	1	2	2								6
Intermediate(I)	0	1	2	2	2	3								10
Advanced (A)	2	3	1	3	3	2								14
Total	2	4	4	6	7	7	0	0	0	0	0	0	0	30

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2			6
4	5	2			7
5	3				3
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	4		2						6
4	5		2						7
5	2		1						3
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	1		3		3				7
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.

Paste response to questions here:

This year we use are using DRA2, baseline assessments in Ela and math. Our school uses NYSESLAT, periodic assessment, LAB R and teacher designed assessments. The data is analyzed to determine the strengths and weaknesses of the student. A collaborative

process takes place between classroom teachers, service providers and the ESL teacher. Based on the needs we develop instructional goals and the course of study that will be designed and differentiated to serve the academic, social, and emotional needs of each student.

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

Paste response to question here:

This year we have five students that took the labR, two kindergarten students scored on the advanced level one fourth grader and a second grader scored on the beginning level. One kindergarten student passed. The other labR scores are too old to make the comparison. An analysis of the proficiency levels revealed that students in grades one(1) through four(4) made significant gains. The beginning level students moved to intermediate level with one student in grade four moving to advance . One grade 3 beginning student remained on the beginning level. We found that all grade five students did not move to higher level.

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

Patterns across NYSESLAT modalities (reading/writing and listening/speaking) will affect instructional decisions. All teaching materials will be differentiated, modified, and adapted to meet the unique needs of our ELL students. AMAOs are established for ELL students in grades K-5, in three categories: (1) progress toward acquiring English language proficiency; (2) attainment of English language proficiency; and (3) Progress and Performance Index (PPI) of the ELL/former ELL subgroup in both English language arts and mathematics. Our school uses this information to develop instructional plan for these students.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

a. An analysis of the proficiency levels revealed that students in grades one(1) through four(4) make significant gains. The beginning level students moved to intermediate level with one student in grade four moving to advance . One grade 3 beginning student remained on the beginning level. We found that all grade five students did not move to higher level.

b. The results of the ELL assessment is used in planning intervention, reinforcement of advance work as indicated. This will be done during extended mornings and guided reading.

c. The students are mostly on level based on the periodic assessment, however the results are not transferred to state assessments.

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

Paste response to question here:

When the data identifies a student as being deficient in an area, the students is recommended for additional support in that area. It can be provided during extended day, small group instruction or after-school.. The students will be provided with appropriate entry points to meet their needs. This includes comparing different forms of instruction, designing context embedded instruction ;designing effective individual programs and increasing education opportunities.

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

Paste response to question here:

All P221K teachers consider second language development for their ELLs in their instructional decisions. All students will continue to receive English as Second Language service from Ms. Yang, the ESL teacher, who will be collaborating with classroom teachers to the maximum extent possible. Our instructional decisions will significantly focus on needs of each ELL student to ensure his/her progress in language acquisition. Our ESL program will continue to capitalize on the literacy skills and prior knowledge that our ELLs already have in their primary language. In doing so, we will encourage our ELL students to take risk in all four modalities. We will use multi-sensory , research-based approaches in delivering instruction that proven to be the most beneficial for our ELLs. We will utilize instructional and adaptive technology as well as student-generated materials for teaching and learning. In addition we use information from the parent interviews, student's records, observations as well as student interest surveys.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Paste response to question here:

We examine growth based on nyseslat, DRA2, teacher made assessments and tasks.

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](#).)

Paste response to question here:

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) followed by the informal interview within the 10 business days after enrollment. The survey is administered by an ESL teacher, Ms. Yang, with the assistance of bilingual school pedagogues in case students' parents need interpretation services. This survey lets our school staff know what language a child uses at home. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). Performance on this test determines a child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB (administered by a Spanish speaking pedagogue. to determine language dominance. The information from the Home Language Identification Survey is provided to the pupil accounting secretary who will make necessary ATS changes. It is also provided to the teacher to assist in the differentiation of instruction. Additionally, The language reference list is used when telephone calls are made to the home. The LAB-R results determine students' entitlement to ELL services.

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.

Paste response to question here:

Immediately following identification of students needing service the parents will be invited to attend the orientation for program selection to work out the best programs for their child. Parents are invited by backpack letters, mailed letters and telephone correspondence. A video in the language of choice is shown for the parents to know about ESL and bilingual programs. The ESL teacher views the video with the parent to further explain each program and answer questions. They are given choices of three different language programs: Transitional Bilingual, Dual Language, and Freestanding ESL. The school follows this procedure to ensure that parents are able to make a choice of the program that best fits their child's needs. Parents are informed about the regulations, goals and strategies, tests etc. that concern our ESL students. Their concerns are addressed at these meetings. This orientation will continue during the school year for new arrivals. We also facilitate parents in transferring their children to other schools for bilingual programs when requested.

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

Paste response to question here:

Entitlement letters are issued to continuing ELLs as well as newly identified ELLs. Selection letters are usually signed by parents at the orientation meetings. These forms are collected by Ms. Yang our ESL teacher and Parent coordinator. The forms are stored in the testing room which is a secure area. If the parents are absent, they will be called and letters will be sent home inviting them to an appointment at their convenience. If these contacts cannot be obtained, selection letters will be sent home to be signed before a set date. As our school has no bilingual programs, ELLs will be placed in ESL program by default, if selection letters still cannot be obtained after all these trials.

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.

Paste response to question here:

P221k only has a free-standing ESL program. We distribute the placement letters by backpack and mail if needed. Copies of the letters are kept on file in a secure room. The staff members in our school who speak their native languages are asked to contact parents, explaining ELL programs and address their concerns. We also use translation funds when needed to hire translators and/or use the DOE telephone translation services. This process is done after parents have had the opportunity to view the videos describing the three programs available. We go all out to make sure our ELLs get the best programs for their needs honoring the parents choice. ATS updates to ELPC is done within 20 days by Ms. Yang (ESL teacher) or Ms. Lambert (pupil personel secretary).

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.

Paste response to question here:

The test is requested in a timely manner. Each spring the P221K ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) which measures their English proficiency level. The steps taken by Ms. Yang, the ESL teacher, to administer the NYSESLAT include the folowing actions: Ms. Yang prints out the RLER/RSPE ATS reports in order to identify students eligible for the test and testing accomodations. She determines the NYSESLAT grade-level assessment for each student in accordance with the Appendix H. She also creates a schedule that reflects the time and ELL groups to be administered NYSESLAT considering the important dates stated by the NYSED. Ms. Yang keeps the testing materials secure at all times. Ms. Yang and other school personnel assigned for administering the test follow all procedures outlined in the Test Manual for each section (Speaking, Listening, Reading, and Writing). After having all sections of the test administered and scored (Writing), the testing materials are classified by the subtests and grades and submitted to the school test coordinator to be reviewed and sent to Questar.

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. 

Paste response to question here:

Most parents are choosing to have their children remain in ESL. One parent is requesting a bi-lingual program. This is the first request in over five years.

We constatntly survey the grades to determine if there is enough students to form a bi-lingual class. We have open dialogue with the bi-lingual school in our district.

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])?

Paste response to questions here:

Our freestanding ESL program services the English language learners. Students are categorized based on their English proficiency levels --- beginning, immediate and advanced. The beginners and immediate level students receive 360 minutes of ESL instruction per week and the advanced level students receive 180 minutes of ESL instruction per week and 180 minutes ELA. We use a combination of pull-out and push-in programs.

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)?

Paste response to questions here:

The ESL teacher's schedule ensures that the mandated number of instructional minutes is provided as per CR Part 154: students in Grades K-5 performing at the Beginning and Intermediate levels on the NYSESLAT will receive 360 minutes (2 units) of ESL instruction per week. Students performing at Advanced level of proficiency will receive 180 minutes (1 unit) of ESL instruction per week and 180 minutes of ELA.

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.

Paste response to question here:

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

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

Paste response to question here:

Teachers at P 221K provide native language support to ELL students and make sure they are appropriately evaluated in their native languages throughout the year. The majority of our ELL students have home language of Spanish . A pedagogue who speaks the student's native language assists for interpretation and translation during evaluation, including student testing, collecting communication samples and communicating with the student's parents. However we do not have a bilingual program.

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

Paste response to question here:

Teachers at P221K understand the importance of integrating of the four modalities into their instruction. They create classroom activities that require students to use language within two or more of the four modalities, which help to reinforce the concepts being emphasized. This approach also lends itself well to a variety of learning styles. Manipulative are often used to provide tactile as well as vision exposure.

For example, it has also been shown that reading helps students develop competence in writing. Practice in one modality often results in improved competence in other modalities. In addition, by integrating all modalities in curriculum and instruction, our teachers consider how students can use language for a variety of purposes through cooperative learning techniques. These strategies help them ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.

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).

Paste response to questions here:

SIFE

ELLs that have experienced interrupted formal instruction are provided with all of the regular strategies and skills needed for language acquisition. However, special care is given in assessing their skills and providing a variety of enriching experiences. I.E. trips, photos, stories, vocabulary and oral history. Materials that are high interest and low vocabulary are provided. build up their area of weakness which is writing.

Plans for New Comers:

*Teachers are encouraged to have positive attitudes towards the new comers. Teachers have to understand that the new comers possess a wealth of knowledge and personal experiences. They are not blank slates. Teachers must embrace the culture and experiences of the students and use them as stepping stones to facilitate a smooth transition.

•Teachers must allow the new comers to interact and participate in various activities. Group the new comers properly, taking their English language proficiency, home language and age into consideration. At the beginning stages, teachers should allow students to be silent or assign non-threatening tasks. They should create ample opportunities for new comers to listen to the English language and encourage them to try to use it.

Plans for Long Term ELLs:

We assessed the students by their performance, portfolios, class work and test results. We plan to build a profile for each student and locate the problems and work on them. A review of these assessments show a trend, most of our long-term ELLs are weak in writing, which has a lot to do with their weakness in vocabulary and comprehension, lack of knowledge of the English language syntax, convention and culture. These skills will be taught explicitly. For these long-term ELLs, we will develop a schedule to provide individual conferencing.

Transition Plan for Students Reaching Proficiency

•Technically, when students reach the proficiency level, they are no longer entitled to services. However, because of the language factors, they are still not as proficient as their fellow students. They often need support. Our school allows them one additional year in the ESL program. These students are still granted their former test accommodations for the additional year. We set up one hour a week for them to attend the ESL program to work on the areas that are

experiencing difficulties. They are also included in the Title III after-school program and Saturday academic program

•Classroom teachers and subject teachers are informed about these students. They are advised to give more support in their teaching. Classroom teachers are encouraged to have periodic meetings with the ESL teacher.

•Parents are encouraged to attend workshops on ways to help their children.

English Language Arts:

Our ELLs receive an additional 180 minutes of English language arts provided by their classroom teacher. They are included in the literacy block which has a balanced literacy approach. The workshop model is emphasized. This includes mini-lessons, read alouds, shared reading, guided reading, word study and conferencing. Strategies are also used with content area material.

Classroom teachers and the ESL teacher collaborates to ensure that of ELL student receive the needed test accommodations that are indicated in the ATS report. Scheduling and translation/interpretation support is provided as needed.

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?

Paste response to question here:

We strive to provide opportunities that are multi-sensory and kinesthetic in nature. In order to provide challenging educational experiences that are meaningful and contextual, our ELL students will use materials that have differentiated tasks to match their cognitive abilities (adapted books, classroom multi-cultural libraries), instructional materials that are aligned with the school's core curriculum, and literature that reflect a variety of native languages to support our ELLs. Native language support is provided where necessary – such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language are available in our freestanding ESL program.

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?

Paste response to question here: P221K staff uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency. The educators have a clear vision that includes high expectations for ELL student achievement supported by a purposeful plan of action.

All teachers work collaboratively. The ESL teacher also participates in meetings alongside content teachers. Teachers meet twice a week with a purpose of looking at a student work (ELLs-SWD inclusive) in order to discuss their academic and language performance in content areas and design new performance tasks and/or instructional strategies aligned with CCLS that address students' needs and foster their performance growth.

Students are placed in content classes according to academic ability whenever possible.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

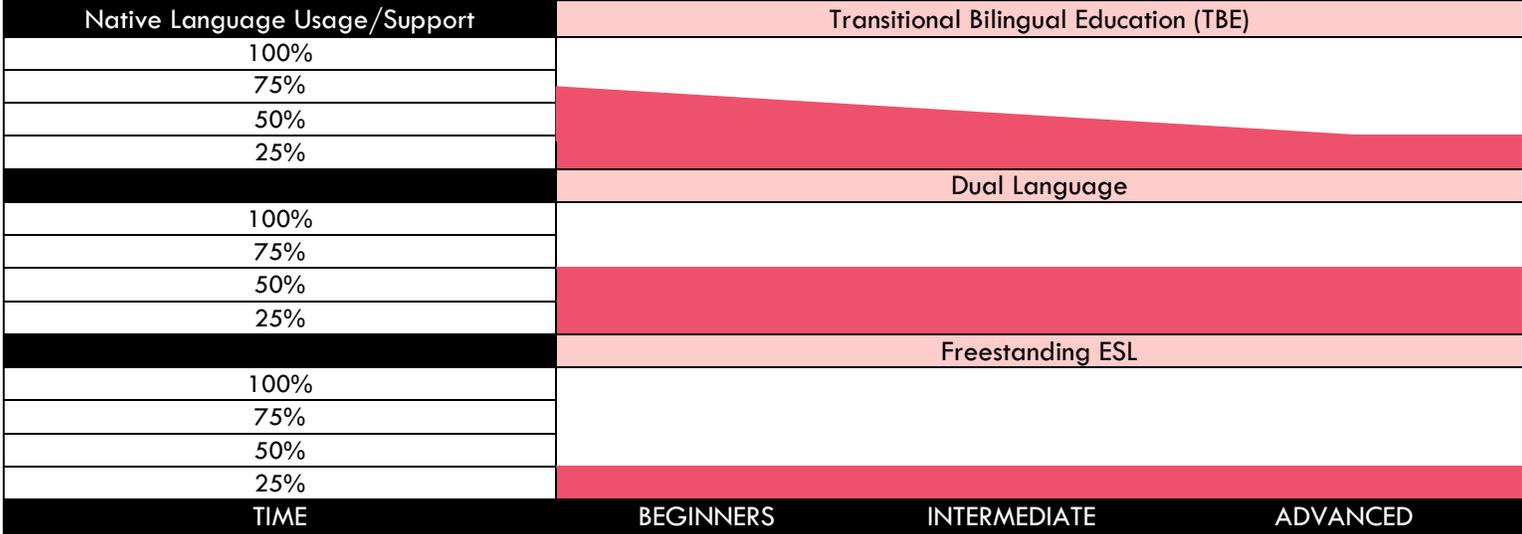
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

response to question here:

This year P221K will continue to use intervention programs for ELL students in ELA, math, and other content areas. Our school instructional approach is based on the premise that English is best acquired within content, across all content areas. All content-area teachers are ELA teachers in addition to their disciplines. Professional Development for teachers is strategically designed to support this premise.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

P221K strives to make its program effective so that it meets the needs of ELLs in both content and language development. We are committed to supporting the development and implementation of comprehensive programs that enable our students to improve their performance and maximize their language potential. The things that make our program effective are:

High expectations for Learning;

Trajectory of Increased Rigor;

Lessons aligned with CCLS;

Cross content curriculum mapping and lesson planning;

Support and scaffolds for access to the standards;

Demonstration and Celebration of new learning;

High level of student engagement;

Overall classroom culture of excitement and engagement;

Culminating Performance Tasks work products;

Strong, school-based Social/Emotional supports;

On-going Professional Development Opportunities strategically designed to support Vocabulary Development -- school-wide instructional focus;

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

Paste response to question here: New programs and improvements considered for the current 2013-2014 school year are:

Ready Gen - A language Arts program based on decoding skills, oral language, vocabulary development and comprehension.

Go Math - A mathematical program based on lessons designed to facilitate conceptual development, as the students master each content standard in the common core. The students will use manipulatives, models, pictures and symbols to deepen understanding.

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

Paste response to question here:

We did not discontinue any programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

ELLs are afforded equal access to all programs school-wide. They participate in our music program, Urban Voices or Music on the Brain. They are also invited to participate in our district basketball team. Our ELL students receive supplemental services including speech, occupational therapy and physical therapy as needed. They are invited or mandated to participate in our extended day program, test prep and Saturday academy when in session.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

The use of technology is incorporated to give students instructional support across all content areas. ESL materials will be infused throughout all aspects of instruction for all ELL subgroups. Content teachers and the ESL teacher actively incorporate the technology (overhead projectors, computers, software) approach in delivering instructions to students as well as in creating a variety of engaging grade-and-age appropriate hands-on/minds-on materials to be used for differentiated instruction and formative assessment.

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

Paste response to question here:

P221K has a Free-standing ESL program. Native Language support is delivered in our school through setting up classroom libraries

that offer a variety of books on all levels with the reflection on the students' diverse backgrounds, their native languages, special needs and strengths of our ELL students.

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

Paste response to question here:

The required service support and resources correspond to ages and grades of P221K ELL students. The instructional materials used to aid ELLs are provided in accordance with their age, grade, and proficiency levels. In the classroom teachers work with our ELL students to provide various entry points to meet the needs of the ELL students to better comprehend the material.

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.

Paste response to question here:

Currently we do not offer any activities for newly enrolled ELL students before the beginning of the school year.

18. What language electives are offered to ELLs?

Paste response to question here: Currently we do not offer any language electives at P221K.

19. For schools with dual language programs:

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

Paste response to questions here:

Currently we do not have a dual language program.

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.

Paste response to questions here:

1. The ESL teacher will attend a series of professional development workshops throughout the year provided by the District ELL and Literacy Offices. She will share newly acquired professional ideas and information regarding teaching ELLs with classroom and content area teachers during the (Collaborative Teacher Team) meetings that provide additional opportunities for teachers to improve their instructional practice in terms of ELLs.

The ESL teacher will keep abreast of the CCLS. She is included in staff trainings and participates in team meetings.

2. The ESL teacher will attend several PD workshops focused on CCLS:

November - Analysis of State ELA and Math assessments - What standards are being met by our ELL students? What standards do we need to focus on.

December - Close reading - how does it deepen understanding

3. There are ongoing collaborative meetings for classroom, content, and ESL teachers to discuss student progress, case studies and inquiries. During these meetings, discussions evolve around curriculum, differentiating lesson activities and adoption of curriculum to meet all students' needs (including ELLs) as they transition from elementary to middle.

4. The Professional Development plan for our teachers and personnel will include Jose P. Training conferences and workshops that highlight effective teaching practices by applying the 6 key strategies of teaching a second language that can be utilized in the classroom. Our non-ELL teachers will register for a Jose P. Training sessions through DOE and Network in order to fulfill NYS requirement for ESL training. Non-ESL teachers will learn the history of the litigation which became the means to providing students with language backgrounds other than English with equal access to learning and will be exposed to theories of first and second language acquisition, ESL methodologies past and present, and will experience hands-on practice in the approaches and strategies used to foster second language acquisition. At the end of the sessions, teachers will receive certificates that will be kept in their teachers' files at school.

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?

Paste response to questions here:

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school leaders, the Parent Coordinator, Mr. Lewis, and faculty communicate high expectations for all students and partner with families to support student progress. Parents of are ELL's are invited to all parent workshops. Letters are send home in their native language where needed.

To support home-school relationships and improve communication with parents, including parents of our English Language Learners and students with disabilities, our school provides the following:

Conducts parent-teacher conferences each semester during which the individual child's achievement is discussed;
Arranges additional meetings at other flexible times, e.g., morning, evening and provides (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
Respects 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 in a format and to the extent practicable in a language that parents can understand;
Involves parents in the planning activities during the school year, e.g., Parent-Teacher Conferences;
Provides parents with timely information regarding performance profiles and individual student assessment results for each child;
Assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
Hosts educational family events/activities during Parent-Teacher Conferences and throughout the year;
Encourages meaningful parent participation on School Leadership Teams, Parent Association (or Parent Teacher Association);
Supports and/or hosts Family Day events;
Establishes a Parent Resource Center/Area or lend library: instructional materials for parents;
Encourages more parents to become trained school volunteers;

P221K provides all parents, including ELL students' parents, opportunities to engage in professional development workshops on issues relating to academic, social and behavior aspects of their child. Parents are assisted in understanding academic achievement standards (Common Core Learning Standards; NYSAA Extensions) and assessments and how to monitor their child's progress through a series of workshops they are offered to attend.

In addition, Parent Orientation Meetings are held for the parents of new ELL students.

P221K partners with the community based organizations to provide workshops and services to our ELL parents. We invite CITE representatives who deliver information to parents of our students about different types of services (educational; health care and clinical; employment; recreational, etc.) available that can be beneficial for their children. During the meetings of its representatives with parents, the questions regarding social support for parents of children with disabilities are discussed. Parents have opportunities to receive valuable information concerning food stamps and different types of social security aid.

Our school evaluates the needs of the parents on the regular basis. We utilize the meetings to evaluate the needs and concerns of our parents. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. Additionally, all materials are offered in parent's native language and the translator's service can be provided of necessary. Also, every year parents are offered a survey to complete in which they make informed decisions about educational programs that best meets the needs of their children.

P221K school leaders and staff strive to maximize parental involvement in our school life through conducting activities that address the needs of parents. With the support of our Parent Coordinator, Mr. Lewis, and the Pupil Secretary, Ms. Lambert, parents are regularly contacted and timely informed about school and parent programs, meetings, and other activities in a language that they can understand to ensure their participation in the child's education. School staff assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. The hands on workshops help parents to understand their role in their child learning process. Our school conducts parent-teacher conferences each semester and arranges additional meetings at other flexible times to enable parents to

participate in the individual discussion of their child achievement. The translation and interpretation services are provided if necessary. Parents are lent instructional materials as well as informed what materials would be helpful to buy and where to buy them. up

Two special workshops are held for the Ell parents that focus on the curriculum, ways to assist their children and resources that are arrival. We have a language translation machine to help make our parents more comfortable during meeting and to stress understanding. This year the school will be using school messenger which delivers information in various languages.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Clara Moodie	Principal		12/6/13
Ida Phillips	Assistant Principal		12/6/13
Philton Lewis	Parent Coordinator		12/6/13
Hua Yang	ESL Teacher		12/6/13
Averill Mason-Scantlebury	Parent		12/6/13
Yolande Edwards/Math	Teacher/Subject Area		12/6/31
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sheila London	Guidance Counselor		12/6/12
Roxan Marks	Network Leader		12/6/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K221 School Name: 221

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

In accordance with Section VII of Chancellor's Regulation A-663 and Parents' Bills of Rights and Responsibilities, P221K has established the procedures for ensuring that the parents of ELL students are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school's LAP team maintains database regarding our students' primary language and whether their parents require language assistance to communicate effectively with the school's and DOE offices. Currently we have students from four (4) language groups (Spanish, Haitian-Creole, Bosnian, and Twi). P221K uses a variety of methods to identify language needs of parents in order to ensure that all parents are provided with appropriate and timely information on educational programs and opportunities of their children in a language they can understand. An initial determination of the child's home language is made by the ESL teacher or the school's in-take group through administering Home Language Identification Survey to a parent during the registration process. The Home Language Identification Survey forms are available in many languages. The information from the Home Language Identification Survey is provided to the school pupil accounting secretary who will enter the data into ATS. Home Language Identification Surveys are kept in students' files at school. We also refer to ATS reports for initial identification of home languages other than English. In addition, the information on parent language needs can be collected directly from parents or guardians during parent meetings, parent conferences, IEP meetings, and other school-wide parent activities. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the office of ELLs, school main office, or/and The Translation and Interpretation Unit.

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.

A review of the home language forms along with information from teachers has assisted us in determining that we presently need support in the following languages: Spanish, Creole, and Barbama. The findings are shared with the school community during SLT meetings, PTA meetings and staff conferences.

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.

Translation will be provided in-house by two (2) staff members (teachers) that are capable of translating written documents into Creole. We have a Spanish interpreter to assist our SBST member in the translation of documents to Spanish and we have one teacher that can translate and communicate in Chinese. We used parent volunteers and family members to translate for the other languages. We utilize the DOE Translation and Interpretation unit and the agency Legal Interpretation services for oral and/or written translation.

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.

We purchased the Talk and Listen translation machine. It is capable of handling up to six languages. We also have several staff members that serve as oral interpreters in Spanish, Creole and Chinese. We have and will use when necessary, "Legal Interpretation services" located on Court Street and the Interpretation unit.

Oral translations also will be provided by an in-house school staff according to our plan:
if any of our staff members doesn't speak the parents' language, he/she should obtain the assistance of an interpreter by requesting services a few days prior the meeting;
in case parents of ELL students would like to attend workshops and/or conferences, we would make every effort to have that parent's language needs met.

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>.

Translation will be provided in-house by two (2) staff members (teachers) that are capable of translating written documents into Creole. We have a Spanish interpreter to assist our SBST member in the translation of documents to Spanish and we have one teacher that can translate and communicate in Chinese. We used parent volunteers and family members to translate for the other languages. We utilize the DOE Translation and Interpretation unit and the agency Legal Interpretation services for oral and/or written translation.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Toussaint L'Ouverture

DBN: 17K221

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy Other: _____

Total # of ELLs to be served: 26

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

A variety of assessments are used to drive instruction such as: portfolios, teacher's observation in task performance, teacher-made tests, student self-assessment, ECLAS 2, Acuity Assessment and standardized tests (NYSESLAT, ELA and the CTB).

An analysis of the above mentioned assessments indicated that the ELL students are in need of improvement in the following areas: phonemic awareness, vocabulary, listening and proficiency in reading and writing. The varied needs of our ELL students indicate that more instructional time is needed to provide success for these students. Therefore the Title III program will provide the much needed additional instructional time.

The Title III program, will be in the form of an after-school program. Grade 2 through 5 students will meet three days a week (Tuesday-Thursday), two hours (3-5 pm) for 13 weeks. The program on January 15, 2013 and will end on April 25, 2013. The target population will be ELL students in grades 2 -5 performing on all levels. Students are grouped by language efficiency and specific needs of each child. The workshop model will be used which encompassed the following: Presentation of a mini lesson, modelling, independent application, group interaction, and lastly sharing. All grouping is flexible based on need and specific task. Instruction will be in English. Our ESL teacher and a general education teacher will provide all instruction. These teachers will work together with planning and the execution of the lesson. The ESL teacher will share and model strategies to enhance learning for our ELL's. The general education teacher will have the group for 1 hour and the ESL teacher will have the group for 1 hour rotating instruction. Increased instruction was provided for the upper grade students to assist them with the Nyseslat and State testing. Through careful research and investigation of various programs, we chose Rigby's On Our Way to English and Knowledge Industries Craft Lessons. These programs were chosen for the following reasons:

- These programs are correlated with the No Child Left Behind Act.
- These programs were established after a study was administered on a population similar to our children with significant achievements.
- On Our Way to English includes the five reading components needed by our students – phonemic awareness; phonics instruction; reading fluency, vocabulary instruction, reading comprehension and writing. Craft Lessons also emphasizes writing which is needed by our students.
- These programs provide on-going assessment which assists us with information, evaluation,

Part B: Direct Instruction Supplemental Program Information

suggestions for alternatives strategies and placement.

- These programs use content-based instruction with authentic opportunities for students to use English in a variety of context.
- They follow a Balanced-literacy model which is implemented in our regular school day program, thereby providing the students with a familiar and comfortable learning structure.
- * On-Going assessment is provided to assist with grouping, placement and support needs.
- Computers are used to personalize instruction and assessment, and to improve writing skills.

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:

The literacy specialist, Math specialist along with Ms. Yang our ESL teacher will provide 2 sessions of professional development for the the teachers involved in the Title III after-school program. Workshops will focus on assessing student performance and work with a focus on writing. Teachers will be introduced to strategies that enhance language learning in the content areas: comprehensibility - Non-Verbal context clues chunking, pre-teaching of vocabulary and concepts foundations, re-teaching; Student interaction - flexible grouping, complex tasks and buddy work etc. Each session will be a two hour duration. The first session will be February 13 , 2013 (3-5 pm); and the second session is scheduled for March 21, 2013 (3-5pm.) In addition Ms. Yang will spearhead a study group focusing on instructional strategies to enhance learning for ELL's.

Indicators of Success: 1. On-going assessment of students' growth
2. Observation of how the strategies are used

Measures and Frequency of assessment

1. On-going assessment – monthly
2. Observation – Monthly

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be notified about the Title III after-school program in English and in the native languages where needed. Bilingual volunteers, DOE Translation services and our parent coordinator will work with the school to assure open communication is made with the parents. They will make sure parents are made aware of all family literacy services and training. Workshops in literacy and math are available at the school once a month.

Four Special workshops will be set-up for our ELL parents on the following dates:

February 9, 2013, March 9, 2013, April 13, 2013 and April 20, 2013 from 9 AM - 11 AM.

The workshops will focus on :

1. Understanding the NYSESLAT
2. Understanding and alignment of Common Core Standards
3. Understanding Everyday Math - Math shifts
4. Promotional Criteria – New Testing guidelines etc.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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