



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	18K233
School Name:	THE LANGSTON HUGHES SCHOOL
Principal:	DENEAN STEPHENS-SPELLMAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Langston Hughes School School Number (DBN): 18K233
School Level: Elementary Grades Served: PK-5
School Address: 9301 Avenue B Brooklyn, NY 11236
Phone Number: (718) 346-8103 Fax: (718) 345-3078
School Contact Person: Tanisha Allen Email Address: TAllen10@schools.nyc.gov
Principal: Denean Stephens-Spellman
UFT Chapter Leader: Gail Ericson
Parents' Association President: Nicole Campbell
School Leadership Team
Chairperson: Nicole Campbell and Allen Abelson
Student Representative(s): NA

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 East 95th Street Brooklyn, NY 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: (718) 566-6008 Fax: (718) 649-7074

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 602 Network Leader: Matthew Melchiorre

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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)
Denean Stephens-Spellman	*Principal or Designee	
Gail Ericson	*UFT Chapter Leader or Designee	
Nicole Campbell	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Nicola Bushell	Member/ Parent	
Shermaine Faria	Member/ Parent	
Tonya John	Member/ Parent	
Nigel Powell	Member/ Parent	
Fusha Daley Nelson	Member/ Parent	
Latoya White	Member/ Parent	
Richard Karim	Member/ Parent	
Allen Abelson	Member/ Staff	
Jennifer Humphrey	Member/ Staff	
Janice Sydney-Smith	Member/ Staff	
Melissa Layne	Member/ Staff	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 233The Langston Hughes School is located in the East Flatbush section of Brooklyn, New York. Our Pre-kindergarten through fifth grade school serves a population of approximately 540 students from culturally diverse backgrounds. The community is home to many families from the Caribbean countries of Jamaica, Guyana, Trinidad & Tobago, the Dominican Republic and Haiti. Public School 233 is a Title I school. While we have been designated as a Focus school, we have made progress with our target population for two consecutive years. We are currently transitioning off of the Focus list.

Our mission statement is as follows:

The Langston Hughes School Community shares the responsibility for providing every student with a high quality curriculum, standards driven instruction, nurturing environment, and support for social development.

All of our students will be empowered to meet or exceed academic standards so that they can utilize their talents and gifts to become productive members of society.

Current strategies for instruction in English Language Arts include the implementation of a comprehensive literacy approach using the balanced literacy model for reading. Our students are provided with opportunities to experience independent/paired reading, shared reading, guided reading, literacy centers, writer's workshop, interactive read-alouds, word study, and teacher/student reading and writing conferences. This work is done using ReadyGen as the primary literacy program.

Go Math is the primary vehicle for math instruction in the school. It is aligned to the Common core Learning Standards and focuses on skills and strategies that provide students with opportunities to develop mastery through practice.

Science education at PS 233 offers students various ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model a scientist's method of investigation, study plants, and recycle through "hands-on" activities and an inquiry based approach that incorporates scientific thinking processes. We participate in the Garden to Table program and have an ever-growing focus on sustainability.

The primary focus of the social studies instructional program is on authentic research. We follow the New York State Core Curriculum and work to provide students with a higher level of understanding of history and the world around them. Technology is infused into all curricular areas through the use of classroom computers and our computer lab.

The arts program at P.S. 233 offers students experiences in music, dance, and visual arts. Students are given instruction in music and art beginning in pre-kindergarten. Selected fourth and fifth graders can participate in chorus. Our partnership with Arts Connection allows students in grade three to be tested for our violin and cello program. Selected students receive instruction through grade five. The Ifetayo Cultural Arts Academy affords our students the opportunity to study African dance and drumming. The paraprofessionals in our building give of their time to work with the children as well. We have a Lunchtime Art Club that allows students to create arts and crafts projects during lunch. The Artisan Club teaches students to make jewelry and crochet. Their pieces are sold and the proceeds donated to support Senior activities.

Parent involvement includes an active Parent Teacher Association and a Parent Coordinator that is employed by the Department of Education. We offer parent workshops, parent outreach, and a Parent/Teacher Book Club. Parents also participate in and are active members of our School Leadership Team where they share the decision-making responsibilities about the education of their children.

18K233 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	526	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.1%	% Attendance Rate		92.0%	
% Free Lunch	83.3%	% Reduced Lunch		6.4%	
% Limited English Proficient	2.2%	% Students with Disabilities		16.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		95.4%	
% Hispanic or Latino	3.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	0.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.6%	Mathematics Performance at levels 3 & 4		21.9%	
Science Performance at levels 3 & 4 (4th Grade)	88.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Our teachers collaborate to plan units of study and performance tasks. However, in order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 we need to:

- Develop and implement protocols and monitoring systems for revising the CCLS-aligned Ready Gen and Go Math units of study, tasks and rubrics to incorporate scaffolds and sequenced skill development to support struggling students, particularly English language learners and students with disabilities.
- Focus collaborative planning time on the use of formative data and student work to adjust unit and lesson plans to provide appropriate scaffolds and extensions to ensure all students receive data-informed instruction to improve student learning.

Part 2 – Annual Goal

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

By June 2015, school leaders and teachers will develop, and implement protocols and monitoring systems for reviewing units of study, tasks, and rubrics to deepen alignment with the CCLS and content standards. The result will be that 80% of our Special Needs students, English Language Learners and students who performed in levels 1 or 2 will demonstrate

a 5% increase in student achievement as measured by multiple forms of formative and summative assessments in ELA and Mathematics.

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: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Provide training rate for after-school training on Universal Design for Learning (UDL) • Hire appropriate entities to deliver professional development as needed. Goldmansour and Rutherford will be used for training in UDL, while 21st Century Learning will be used for curriculum mapping. • Hire substitutes to cover classes so teachers can participate in professional development 21st Century Learning around unit planning and modification based on formative assessment and analysis of student work. • Provide per session funds for inquiry and data analysis around the formative data and student work generated 	All instructional staff	10/14-6/15	<ul style="list-style-type: none"> • Network • Ambassadors • Teachers • Administrators • Outside Staff Developers
<ul style="list-style-type: none"> • Purchase an appropriate, scientifically based Extended Learning Time (ELT) program for after-school services (Educate Online was the program that was purchased) 	Low performing students, SWDs, ELLs	1/15-5/15	<ul style="list-style-type: none"> • Administration
<ul style="list-style-type: none"> • Provide per session funds for planning, classroom instruction, and data analysis for the Saturday Academy and after school programs that will provide instructional support for low performing students, ELLs and SWD's. We will use the Daily 5, Cafe and Expeditionary Learning instructional workshops for classes of no more than 12-15 students. 	Instructional staff	1/15-5/15	<ul style="list-style-type: none"> • Administration
<ul style="list-style-type: none"> • Purchase books, pencils, folders, and student reading materials for use during Saturday Academy and after-school programs • Purchase professional books to support the implementation of the Daily 5 and Café instructional models for staff of the Saturday Academy and after-school programs • Per session funds for administration to supervise instruction of students during Saturday Academy and after-school programs 	Instructional staff	1/15-5/15	<ul style="list-style-type: none"> • Administration

Part 4 – Resources Needed

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

- Independent reading libraries for students in grades 2 – 5 who attend the Saturday Academy and after-school programs
- Network Achievement Coaches provide a minimum of four content area sessions for the Instructional Ambassadors
- Substitute teachers to provide coverage for the Instructional Ambassadors when they provide support to the classroom teachers
- Notebooks, folders, pencils, paper for students who attend the Saturday Academy and after-school sessions
- Professional Developers from Universal Design for Learning and 21st Century Learning will provide 3 sessions each

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

- Modified unit plans that indicate specific strategies for supporting ELLs, SWDs and low performing students
- Evidence of student work gleaned during guided inquiry time
- Students identified for after-school, Saturday Academy and Extended Learning Time activities
- January 31, 2015 will be the midpoint evaluation date.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Our school articulates and systematically promotes a vision for social and emotional developmental health. However, in order for our strategies and practices to align with the concepts in the Highly Effective column of Tenet 5 we need to:

- Strengthen the communal vision and shared understanding of clearly articulated skills and behaviors that demonstrate social and emotional developmental health so that students can learn and use behaviors that support a safe, inclusive environment for all constituents.
- Refine the PBIS plan to include professional development and online resources for staff to build capacity and improve the consistency of implementation. Monitor the implementation to provide supplemental support as needed.

Part 2 – Annual Goal

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

By June 2015, we will refine our school-wide system for Response to Intervention services for emotional/behavioral needs. The system will include systems that expand the involvement of parents, teachers and students in the decision-making process for cultivating the school culture and achieving the school’s vision for a comprehensive program to support students’ social and emotional developmental health. As a result, we will demonstrate a 10% drop in the number of students who are referred for removals and suspensions as evidenced by our monthly OORS 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: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Provide training rate for after-school training on programs that teach teachers new ways to provide academic and social/emotional interventions for SWD, GE, ELL’s and Students in Temporary Housing • Hire appropriate entities to deliver professional development when needed • Hire substitutes to cover classes so teachers can participate in professional development and inter-visitation opportunities when needed 	All instructional staff	10/14-6/15	<ul style="list-style-type: none"> • Administration • Trained LionsQuest staff • Staff Developers from LionsQuest
<ul style="list-style-type: none"> • Hire Ifetayo Cultural Arts Academy and Arts Connection to provide arts classes for students to support their social and emotional development 	All students	10/14-6/15	<ul style="list-style-type: none"> • Administration
<ul style="list-style-type: none"> • Purchase awards and certificates to celebrate student achievement 	PBIS Team	10/14-6/15	<ul style="list-style-type: none"> • PBIS Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • LionsQuest kits • Ifetayo Cultural Arts Academy • ArtsConnection • CBOs to conduct special assemblies • Awards, certificates, medals and trophies

Part 5 – Budget and Resource Alignment

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

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.

- Classes scheduled for instruction in the arts
- LionsQuest training offered to all staff members who did not receive the training
- Kits purchased for all teachers who attended the training
- A minimum of 4 special events for students have been conducted
- January 31, 2015 will be the midpoint evaluation date.

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Teachers use various forms of data to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. However, in order for our strategies and practices to align with the concepts in the Effective column of Tenet 4 we need to:

- Develop and implement protocols and monitoring systems and provide professional development to teachers on the use of CCLS-aligned rubrics and formative assessment data to provide actionable and frequent feedback to students based on the analysis of timely data. Prepare teachers to use “Grow and Glow” comments to provide students with next steps in order to make progress.
- Make timely adjustments to instruction that includes grouping, scaffolding or extensions, and the use of specific instructional strategies for targeted groups, to improve student learning.

Part 2 – Annual Goal

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

By June 2015, school leaders will develop, implement, monitor and evaluate protocols and systems and provide professional learning opportunities for teachers on the use of formative and summative data to inform instructional planning. This will include grouping, and the use of specific instructional strategies for targeted groups to improve student learning as evidenced by a 5% increase in scores in ELA and mathematics measured, by multiple forms of formative and summative assessments.

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: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Provide Professional Learning opportunities around formative and summative assessment 	All instructional staff	10/14-6/15	<ul style="list-style-type: none"> Network Achievement Coaches Instructional Ambassadors Teachers Administration
<ul style="list-style-type: none"> Hire Goldmansour and Rutherford to deliver professional development on the Universal Design for Learning model 	All instructional staff	10/14-6/15	<ul style="list-style-type: none"> Administration
<ul style="list-style-type: none"> The development of a schedule which allows administrators to create intervisitations and job-embedded professional learning experiences 	All instructional staff	10/14-6/15	<ul style="list-style-type: none"> Administration Inquiry Teams Collaborative Planning Teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Professional books for study groups: The Formative Assessment Action Plan by Nancy Frey and Douglas Fisher; Teaching the Core Skills of Listening and Speaking by Erik Palmer; Using Curriculum Mapping and Assessment Data to Improve Learning by Bena Kallick and Jeff Colosimo Substitute Teachers Planning time for creation of the professional learning opportunities Professional Learning Plan
<ul style="list-style-type: none">

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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:

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

- Implementation of the Professional Learning Plan
- A minimum of two cycles of the Professional Learning Plan has been conducted
- January 31, 2015 will be the midpoint evaluation date.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Administration makes strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. However, in order for our strategies and practices to align with the concepts in the Highly Effective column of Tenet 2 we need to:

- Deepen the integration of systems and structures currently in place to monitor the progress of teacher practices based on iReady, Educate Online, Ready Gen and Go Math unit assessments, MoSLs, and summative student performance data, observation feedback and professional development opportunities
- Implement a comprehensive system to evaluate teaching practices to encourage and support teachers in taking ownership of their development as an educator.

Part 2 – Annual Goal

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

By June 2015, the school’s average teacher proficiency regarding the use of assessment in instruction (Danielson component 3d), student engagement (Danielson component 3c) and questioning and discussion techniques (Danielson component 3b) will increase by 0.25 points as evidenced by observational data in ADVANCE.

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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ▪ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ▪ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ▪ Strategies to increase parent involvement and engagement ▪ Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Use study groups to guide our professional learning around assessment, student engagement and questioning and discussion techniques 	All instructional staff	9/14-6/15	<ul style="list-style-type: none"> ▪ Administration ▪ Instructional staff
<ul style="list-style-type: none"> • Provide per session funds for inquiry and data analysis around assessment, student engagement and questioning and discussion 	All instructional staff	9/14-6/15	<ul style="list-style-type: none"> • Administration
<ul style="list-style-type: none"> • The development of a schedule which allows administrators to create intervisitations and job-embedded professional learning experiences 	All instructional staff	9/14-6/15	<ul style="list-style-type: none"> ▪ Administration
<ul style="list-style-type: none"> ▪ Participation in our Parent/Teacher book club; The Dreamkeepers. We read books and model rich discussions about literature in a safe environment. 	All instructional staff Parents	11/14-6/15	<ul style="list-style-type: none"> ▪ School Community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ▪ Professional books for study groups: The Formative Assessment Action Plan by Nancy Frey and Douglas Fisher; Teaching the Core Skills of Listening and Speaking by Erik Palmer; Using Curriculum Mapping and Assessment Data to Improve Learning by Bena Kallick and Jeff Colosimo ▪ Substitute teachers ▪ Provide training rate for after-school training

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

planning. In this part:

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

All teachers have received a minimum of 2 observations and feedback sessions on the components

A minimum of two cycles of the Professional Learning Plan have been conducted

January 31, 2015 will be the midpoint evaluation date.

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Our school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. However, in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 we need to:

- Continue to survey school staff, parents, and students to identify their concerns as well as assess the effectiveness of established initiatives, such as PBIS and family workshops, and solicit suggestions for improving the home-school communication process.
- Refine the school’s professional development plan for parent involvement to incorporate the school’s character development program as well as Common Core aligned instructional expectations, resources, and practices to support parents in promoting their child’s academic and social-emotional development.

Part 2 – Annual Goal

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

By June 2015, school staff, parents, and community agencies will collaborate to refine the school’s plan to increase professional learning opportunities for parents by 10% as measured by event attendance, and sign in sheets as well as an increase in student progress on school wide assessments and student achievement targets.

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: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Parents use a questionnaire to conduct a needs assessment • Teachers plan and conduct parent workshops based on the results of our needs assessment • Provide instructional resources for parents to use with General and Special Education students, English Language Learners and Students in Temporary Housing at the end of each workshop 	<ul style="list-style-type: none"> • Staff Developers • Teachers • Parents 	10/14-6/15	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers ▪ Parents ▪ SLT
<ul style="list-style-type: none"> • Provide baby-sitting services at the school for parents while they attend the seminars 	<ul style="list-style-type: none"> • Parents 	10/14-6/15	PTA
<ul style="list-style-type: none"> • Provide stipends for parents who work to support the students in various capacities during the school day and after school during our after-school instructional programs. 	<ul style="list-style-type: none"> • Parents 	10/14-6/15	SLT
<ul style="list-style-type: none"> ▪ Parents play a major role in the creation of our Professional Learning Plan for Parents ▪ Parent/Teacher book club: The Dreamkeepers is created. We read books and model rich discussions about literature in a safe environment. 	<ul style="list-style-type: none"> ▪ Parents ▪ All instructional staff 	11/14-6/15	<ul style="list-style-type: none"> ▪ SLT ▪ Parents ▪ Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ▪ Parent friendly instructional materials ▪ Per session funds for teachers who plan and conduct parent workshops ▪ Community Resources ▪ Professional Learning Plan for Parents

Part 5 – Budget and Resource Alignment

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

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Part 6 – Progress Monitoring

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

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

Implementation of a minimum of two parent workshops

Professional Learning Plan for Parents

January 31, 2015 will be the midpoint evaluation date.

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

- | | | | | |
|--|--|-----|--|----|
| ▪ Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|--|--|-----|--|----|

- | |
|--|
| ▪ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |
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Section 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)	Classroom observations Assessments iReady Diagnostic Assessments	Fundations Wilson Reading LeapFrog Guided Reading Shared Reading	Small Group	During school After school Saturday Academy
Mathematics	Classroom observations Assessments iReady Diagnostic Assessments	Go Math Everyday Math	Small Group	During school After school Saturday Academy
Science	Classroom observations Assessments	Harcourt Publishing	Small Group	During school
Social Studies	Classroom observations Assessments	Harcourt Publishing	Small Group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom observations SE evaluations	Anger Management Conflict Resolution Time Management Study & Organizational Skills	Small Group	During school

18K233 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	526	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.1%	% Attendance Rate			92.0%
% Free Lunch	83.3%	% Reduced Lunch			6.4%
% Limited English Proficient	2.2%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			95.4%
% Hispanic or Latino	3.3%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.89
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.6%	Mathematics Performance at levels 3 & 4			21.9%
Science Performance at levels 3 & 4 (4th Grade)	88.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

18K233 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	526	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.1%	% Attendance Rate			92.0%
% Free Lunch	83.3%	% Reduced Lunch			6.4%
% Limited English Proficient	2.2%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			95.4%
% Hispanic or Latino	3.3%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.89
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.6%	Mathematics Performance at levels 3 & 4			21.9%
Science Performance at levels 3 & 4 (4th Grade)	88.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

Section 7: Title I Program Information

Directions:

11. All schools must indicate their Title I status in Part 1
12. All elements of the *All Title I Schools* section must be completed in Part 2
13. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
14. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
15. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
16. 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
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

When necessary, the following strategies will be employed for recruitment, retention, assignments and support:

17. Use of Teacher finder to identify suitable candidates
18. Use of a hiring committee to interview and evaluate suitable candidates
19. Assign teachers based on experience, license area, and content knowledge
20. Professional development will be provided on-site
21. Allocation set aside for teachers to professional development sessions off-site and work toward completing all requirements in their particular license area

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).

Administrators and staff participate in ongoing professional development. The professional development is designed to support our staff with our areas of greatest need. We have participated in professional development offered by the city, network, and the creators of our new curricula. In-house professional development is also offered by various staff members in areas where they demonstrate expertise.

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-kindergarten teachers participate in professional development around the Common Core Learning Standards in literacy and mathematics. Our pre-k teachers also provide small group instruction for our early childhood students. This keeps them abreast of what their children should be prepared to do when they leave pre-k.

Parents of pre-k students are invited to attend the parent workshops for early childhood students.

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.

- 22. A team of teachers was assembled to research the measures of student learning.
- 23. Teachers design their assessments based on the units of study that are implemented.
- 24. Teachers plan collaboratively to design grade-wide assessments.
- 25. Inquiry Meetings are used to analyze the results of assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$426,804		
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	\$108,043	X	12, 14, 17, 20, 23
Title II, Part A	Federal	\$171,242		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$2,252,437		

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Langston Hughes School PS 233**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Langston Hughes School PS 233** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

The Langston Hughes School PS 233, 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 18	Borough Brooklyn	School Number 233
School Name Langston Hughes Elementary School		

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

Principal Mrs. D. Stephenes-Spellman	Assistant Principal Mrs. R. Cuccia
Coach N/A	Coach N/A
ESL Teacher Makeba Slowe Deras	Guidance Counselor Emelda Price
Teacher/Subject Area type here	Parent Nicole Campbell
Teacher/Subject Area type here	Parent Coordinator N/A
Related Service Provider type here	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers 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)	543	Total number of ELLs	12	ELLs as share of total student population (%)	2.21%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Push-In	1	1	1	1	1	1								6
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	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. [?](#)

	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	11	0	1	1	0	1	0	0	0	12

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	11	0	1	0	1	0	0	0	12	
Number of ELLs who have an alternate placement paraprofessional: <u>1</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	0	3	1	0	0	1	0	0	0	0	0	0	0	5
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Haitian	0	0	1	0	1	1	0	0	0	0	0	0	0	3
French	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	4	3	1	1	2	0	12						

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				1				3
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.
As an ESL instructor Ms. Deras assesses the level of frequently used vocabulary and phonemic awareness of English Language Learners (ELLs) using sight word recognition screening that is differentiated by grade level. The data collected from this assessment given during the beginning and end of the school year are used to increase our ELLs weakest areas of reading and writing identified on the

NYSESLAT and LABR. Those words that were identified incorrectly or were marked as unsure and self corrected, will be reviewed in centers with sight word board games, flash cards, homework with sight word searches and other various puzzles, using the words in sentences and identifying them when asked to with a highlighter in homework assignments. Classroom activities include verbally identifying sight words during mini lessons to increase reading levels and fluency as stated in the goals of ELLs and measured by DRA data. Ms. Deras administers a reading preference and learning preference survey. This details a student's independent literacy level, as well as their reading and learning preferences. This information is shared amongst all instructional staff and used to appeal to a student's preferences and dislikes in reading material to ensure literary selections are appealing for ESL students. Their preferences of study atmosphere, level of support needed, and their view of reading is surveyed to give insight when making instructional choices of skills and strategies to strengthen their weakness in an important area of language acquisition. In Ms. Deras' assessment process, ESL students are also assessed on their level of phonemic awareness for alphabet identification and sound. Letters incorrectly identified, or self corrected will be reviewed in centers, homework and classroom activities. This assessment and practice also helps students build their phonemic awareness that is the foundation of many literacy skills and strategies that we use to improve reading levels, fluency, intonation, and literary understanding, as measured with DRA, and NYSESLAT assessments. ELLs are also required, with necessary accommodations, to take all standardized assessments after they have been in the public school system at least one entire school year. Assessment results have shown that 90% of the ELL population has demonstrated greatest weakness in the area of literary vocabulary. Phonemic awareness difficulties affect 80%, and 70% of our ELLs are having difficulty decoding words, and literary word usage. We use all assessment data to help guide instruction and tailor it specifically to provide support in weak areas and strengthen and build on their stronger skills. Classroom instructors of ELL students use assessments such as DRA Kits to assess reading levels. This assessment tool helps us to gauge a student's level of literacy advancement.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data patterns across proficiency levels and grades on the LABR and NYSESLAT, it is shown that our 6 beginning level students in grades K-5, performed significantly better in Speaking and Listening than Reading and Writing due to their weak phonemic awareness skills. The same can also be said for our four intermediate students in grades 1-2. Our two advanced students in grades 1 and 5 have demonstrated their weakest area to be in writing according to test scores. Data collected during assessments guide instructional planning and development to meet the specific needs of ELL students. All PS233 instructional and administrative staff members work as a collaborative body to help every ELL reach a level of proficiency. The data from last school year's NYSESLAT scores reveal that data-driven instruction has played a key factor in moving students to the next level of proficiency overall, while writing still presents a challenge for our 12 students.
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](#))
As of December 3rd, the 2013 NYSESLAT combined modality sets analysis breakdown have not been released by SED.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

PS233 has a Freestanding program and our periodic assessments in English Language Arts (ELA) are only given in English. We are unable to make a comparison with native language testing in ELA. Periodic assessments in mathematics are given to grades 3-5 with the option of the Native language translation format. The three students who were given the periodic assessments in math didn't show an improvement, with 2 receiving a level 1 and 1 receiving a level 2.

These results are used to provide targeted instruction based on student needs. We are learning that ELL's need a lot of phonemic awareness and vocabulary support. Their native language is used for support as they grow in English Proficiency.
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](#))
PS233 uses data to guide instruction within the RTI framework. We provide ESL students with quality, Tier 1, core instruction within a Freestanding ESL Program. Tier 2 students of grades 1-5 in need of more intensive instruction receive Extended Day instruction that consists of small groups to address their deficiencies. Students in need of further intervention at a Tier 3 level are offered services by either a speech or SETSS teacher. We currently don't have any Tier 3 students but are actively working on additional tier 3 intervention services for three of our ELL students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that a child's second language development is considered in instructional decisions at our school, we place a

priority on the development of their English Language deficiencies and use their native language as a foundation of prior knowledge to make connections. Teachers also develop culturally motivated instructional activities and use the native language of the students to help develop their second language. The assistance of visual aids are frequently used within their native language and or second language when translating, making connections, and in the use of word to word dictionaries as instructional tools. Such best practices are shared amongst staff during staff development and lunch and learn periods.

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

We do not have a Dual Language Program

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

PS 233 uses a variety of tools to evaluate the success of our ESL students such as periodic Wilson Foundational Skills testing. This allows us to measure our students phonemic awareness and language skills necessary for growth in reading and writing. This data is recorded and periodic administration provides us with substantial documentation that can be used to guide Common Core aligned instruction, and spiralling to revisit areas that are identified as weaknesses. ELLs are given preference surveys in the beginning, middle, and end of the school year to share their thoughts about their learning process and preferences as it relates to specific subject areas and what conditions are most conducive to their learning. These surveys allow students to take an active role in molding instruction. NYSESLAT and LAB R results, NY ELA and Math assessments, DRA kits, and NYS Science results for the upper grades are additional periodic assessments that help us to track student progress and adjust curriculum to meet our AYP.

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](#).)

When a parent or guardian enrolls a student at PS 233, the parent and child are interviewed by the ESL teacher and are given the HLIS form to complete. If necessary, the services of a staff member who speaks the child's native language or the over-the-phone interpretation services of the DOE's Translation and Interpretation Unit are used to answer parents questions in their native language. The ESL teacher completes the survey with the parent and determines what the home language is based on the information provided by the parent on the form and the interview. The ESL teacher then informs the school secretary what home language should be entered into ATS for the child. Completed HLIS forms are placed in the student's permanent record.

If it is determined that the child's home language is other than English, the ESL teacher administers the LAB-R to determine the child's level of English proficiency within 10 days of registration. If the child has a home language of Spanish and the the score on the LAB-R is below proficiency, they are administer the Spanish LAB to determine their dominant language. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services, based on LAB-R results. Starting in February 2014, the LAB-R will be replaced with the New York State Identification Test for ELL (NYSITELL).
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.

Parents of students who are eligible for ESL services are invited to an orientation meeting held at the school within 10-20 school days of enrollment. They view the Parent Orientation video in the parent's home language which explains their three program options. The ESL teacher also provides the parents with information regarding standards and assessments. This meeting is scheduled within the first 10 days of the child's enrollment in our school. If the parent does not attend the scheduled parent orientation meeting, the ESL teacher attempts to reach the parent and reschedule the meeting. If the ESL teacher has difficulty reaching the parent, she informs the principal and assistant principal who will assist in outreach.
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 [\[see tool kit\]](#).)

During the parent orientation, conducted during the first 10-20 school days after enrollment, parents are informed of their three options. They are given the Parent Survey and Program Selection Form to complete. In the event that the parent needs more time to consider their options, the ESL teacher is responsible for making sure the form is returned in a timely manner and filed as noted above.

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.
If the parent indicates that their first choice is English as a Second Language, the child is immediately enrolled in our ESL program. When the parent chooses another instructional program, we inform them that that choice is not currently available at our school and they are given the following two options.
 1. They may enroll their child in the ESL program which is available at our school. If they choose this option the student is immediately placed in the ESL program.
 2. They may transfer their child to another school where their choice of program is available. If they choose this option we immediately contact the Office of English Language Learners by email and they coordinate the transfer with the Office of Student Enrollment. While we are awaiting the transfer, the child is placed in our ESL program until the transfer is completed.
If we need to communicate with parents in their native language, we use staff members who are fluent in that language or we use translation services.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school's testing coordinator oversees the administration of the NYSESLAT. The testing coordinator ensures that two certified instructors administer and score the speaking section of the test to students individually. She then schedules the administration of the reading, writing and listening sections as per city and state guidelines. All testing procedures are followed including test security. The completed bubble sheets are delivered to the BAID on the due date.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey and Program Selection forms for the last three years, the trend has been for parents to request a freestanding ESL program. This is the program currently available in the school and has been selected 100% of the time. All 12 of our ELL students' parents have selected that option. Parent Surveys are given out at parent meetings to help determine Parent needs, questions and concerns.

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])?

According to AAELL some common features of ESL academic success are some of the same practices used in our freestanding program. We utilize a pull-out model that is heterogeneous and ungraded. The structure of our program enables the ESL instructor to meet with classroom teachers 1-2 times per month to discuss the growing and changing needs of our ELL population. Langston Hughes Elementary School's leadership has a clear school vision that includes high expectations for ELL student achievement supported by a purposeful plan of action that continuously monitors ELL student progress (e.g., student work, formal and informal assessments, test results), and systematically adjusts instructional planning based on a wide variety of evidence and data. Teachers and school leadership at Langston Hughes Elementary get to familiarize themselves with their ELL population and their individual needs during instructional meetings between the ESL and classroom teacher, logs that are passed between the teacher and ESL instructor with ESL student anecdotes, strategies, events and suggestions. Our Teachers support and learn from each other in a way that recognizes the interdependency of language proficiency and Common Core content instruction. Professional development materials are turn-keyed during the ESL instructor and classroom teacher meetings, as are best practices, artifacts, and materials. Professional Development is given by our Network ESL/SWD specialist defining and detailing RTI practices and strategies as it applies particularly to our ESL/SWD population.

PS233 highly values parent and community involvement, and takes active steps to ensure that all stakeholders are a part of the school's culture through our open door policy, and invitation to school events such as Curriculum Night, Class Trips, School Performances and PTA meetings. PS233 currently consists of a hybrid freestanding ESL program structure that incorporates a one hour push-in period for each ESL child, as well as a pull-out component of 4 hours weekly where students are grouped across 3 grade levels K through 2, and 3 through 5. They are grouped according to grade and proficiency levels to provide the optimal balance. When students are not in the pull-out ESL structure they are in a general education classroom setting. Differentiation of instruction takes place according to their individual student needs. We also employ ICT classrooms, which consists of 2 instructors, SED and GEN ED. In our classrooms, students are grouped according to the strategy being used in each subject area. For example, guided reading groups may be organized according to skill deficiencies, or proficiency levels. Peer and group activities of various subject areas may be arranged according to individual strengths and weaknesses that complement one another and best assist each student to arrive at the teaching point.

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)?

Ms. Deras works collaboratively with ELA teachers to ensure that all staff follow the New York State-mandated ESL/ELA allotted instructional time based on student proficiency levels. PS233 is currently organized in a hybrid freestanding ESL Program structure that incorporates a one hour push-in period for each ESL child. This involves instructional collaboration between the ESL instructor and classroom teacher of the ESL student to plan on the most effective delivery of instruction. The remaining time of instruction is spent in a pull-out structure of four hours weekly where students are grouped across 3 grade levels K through 2, and 3 through 5. Students are then grouped according to proficiency levels to provide the optimal balance. When students are not in a pull-out ESL structure they are in a general education class. The classes are heterogeneously grouped and differentiation is used to meet the needs of the ESL students. Our ICT classrooms consist of 2 instructors, a SED and GEN ED teacher. In our classrooms, students are grouped according to the strategy being used in each subject area. For example, guided reading groups may be organized according to skill deficiencies, or proficiency levels.

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.

Classroom teachers use the Foundations Program for phonics skills and Ready Gen for reading and writing. Ready Gen's focus is on helping students achieve grade-level proficiency in each essential reading component, phonemic awareness, phonics, letter

recognition and writing. We currently do not have any students categorized as, Interrupted Formal Education(SIFE). Our staff incorporate ESL strategies into content instruction so that our students learn content while synchronously developing English skills. Our school also gives ancillary assistance to all students by assigning a peer mentor and teacher mentor, offering Extended Day services, academic intervention, tutoring, and attendance coordinators who meet with parents to discuss student needs.

The goal of our freestanding ESL program is to attain English proficiency within 3 years by reinforcing English Language Arts and literacy skills that are fused in all academic content areas, such as: math, science, and social studies. Despite the goal of exiting the ESL program, none of the supplemental services will discontinue after two years of exiting the program. Transitional support will be provided by means of services provided school wide such as Academic Intervention Services (AIS), Extended Day sessions of 50 minutes with a classroom teacher to support ESL literacy skills in their second language two days a week. Our freestanding ESL program has a wide range of students, both in terms of proficiency and academic background. An important part of our work is to help all of our ELL students reach language proficiency.

At PS 233, academic instructional services are as important as are our enrichment activities which are provided before school and at an extended time. Instruction in ELA, is delivered in English using language immersion that is a method of teaching a second language in which English is used for instruction. ELL students are dually supported with some ESL commonalities in strategies such as graphic organizers, modeling, and visuals to support student understanding and to bridge the gap between the content area and language deficiencies. Freestanding ESL employs many techniques, strategies and manipulatives such as, graphic organizers, visual aids, Smartboard-driven lessons, modeling, flash cards, puppets, manipulatives, images, demonstrations, logs, journals, dictionaries, internet searches, google images, illustrations, artistic expression, opportunities to speak and share thoughts through peer and teacher conferences, as well as opportunities to utilize the "share" chair and "Author's Chair". The student is taught through daily interactions and constant practice using their second language as a sole means of communication. Beginning students may use strategies of instruction assisted with manipulatives, puppets, illustrations and even technology to help them express their thoughts. As they develop their written and verbal skills to an intermediate level of proficiency students will focus more on fine tuning their language acquisition with targeted reading strategies such as using graphic organizers that assist with comprehension strategies such as comparing and contrasting Venn Diagrams that may also be used to make text to self, text to text and text to world comparisons. T-charts may be used to show the relationship of cause and effect, to make inferences, predictions, visualizations, questions, webs to show the relation of main ideas with supporting details, and focused grammatical mechanics. Advanced students perfect and add a personal style to skills such as verbal expression, details, higher order thinking in both reading and writing and the ability to write while adhering to grammatical rules in their writing. Students at the advanced level are encouraged to generate responses to literature on a higher-order thinking level, work independently and practice their skills through the strategy of pairing with a beginning or intermediate student for peer-tutoring.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our freestanding modeled ESL program design is based on English only instructional Content.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All modalities are addressed in the planning of curriculum tasks whose final product is used for assessment. Teaching objectives for ESL students are adjusted specifically according to student needs, strengths and weaknesses. Daily oral dictation as and oral assessments during spelling tests evaluate a student's listening skills. Teacher observation is used as an assessment when students are encouraged and or supported to respond verbally. Writing samples derived from all subject area responses and work products produced using the writing process are used to assess, identify and support an ESL student's writing deficiencies. The deficiencies are addressed in their ESL pull-out time or during centers in their classrooms. Teacher made assessments and observations are key elements in identifying an ESL student's weakness in any chosen modality. During ESL pull-out, a portion of instructional time is used to produce work products from a NYSESLAT workbook by Continental Press. The assignments are constructed in the format of the previous NYSESLAT tests, as well as the currently updated test.
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).

There currently aren't any SIFE students identified at PS233. However, in the case that there were SIFE students they would participate in Extended Day, as previously described, a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule and instructional routines. Baseline assessments would be given along with the appropriate academic supports. While state-wide standards in their original format may be too advanced for SIFEs, it is possible to adapt standards-based lessons so that they cover the most important information in a way that is accessible, culturally relevant, and age-appropriate. We may also

consider using thematic curriculum, individual learning plans, or alternative ways of gaining assignment credit. Explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension, increase student access to literacy-rich environments and print materials, and unifying language and content instruction. When possible, additional time in a smaller group setting would be given if scheduling allows. Instruction that facilitates active engagement, prior knowledge, picture cues and aids, print rich environment, cultural content when possible, working in cooperative groups and frequently checking for understanding. All of these instructional concepts would be applied to the student's content appropriate instruction.

All 11 of PS233's ELL's who have been in this country 0-3 three years do not perform well in the two modalities of reading and writing, and our 1 English Language Learner receiving services 4 to 6 years performs well in the listening and speaking modalities, however performs fairly in Reading and experiences difficulties in reading and writing. None of our current ELL population has completed 6 plus years of ESL/ELL service. The Workshop Model, whose reading and writing strategies are used within our freestanding ESL program and school wide for ESL foundational support with our 0-3 year population familiarizes them with the structure of literature, and how to create it using constant modeling, and practice of basic rules taught, demonstrated and practiced. 0-3 year ESL students who are struggling, and SIFE students receive additional instruction during ELA and other content areas in smaller groups that utilize their reading notebooks for various literary and vocabulary activities that entail identifying new and unfamiliar words using context clues, illustrations, a word to word, or picture dictionary, online resources, and googled images. Graphic organizers such as Venn Diagrams to compare and contrast, and make connections, T-charts, What I Know, Want to know and Learned graphic organizer are used to help organize thoughts. These tools are used to organize thoughts and develop writing in the prewriting stages of the writers workshop. The "What We Think We Know" organizer By Tony Stead, is simplified for 0-3 year ESL students and the complete chart is used for 4-6 year ESL students. Instruction for our 0-3 year ESL population relies greatly on the use of manipulatives such as: visual aids (flash cards, signs, posters, videos), student plays and demonstrations, blocks, cards, dice, artifacts, play money, etc. These supports are used during ESL pull-out periods and in the classroom. Our 4-6+ year ESL population and 0-2 year proficient students rely less on these resources for support during Common Core Instruction. However, they are easily accessible to students for use when needed.

ESL Students use the internet and many ESL related websites facilitated by Ms. Deras, their frequency of independent navigation on a given site is determined by their years of ESL instruction in relation to their language ability. 0-3 year students limited language ability limits their activity usage on the computer as well as their length and complexity of its use. All ESL students log in a notebook where their reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. according to their proficiency level and years of ESL service, The more years of service the more complex the organizer. All of our ESL students will also utilize the grade appropriate, supplemental materials from the Publishers Continental Press, entitled, New York ELLs student workbook for ESL/ELL students, and their Read , Reason, Write workbook series all grade level appropriate . In our ESL pull out and Push in class, students will use the key strategies of the Lucy Calkins reading workshop that can be used throughout an ELL's academic journey even after leaving the program.

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in writing will receive supplemental writing practice across all subject areas, as they are asked to explain their findings in detail. This skill helps in all content areas, as Common Core's theoretical focus is based on higher order thinking, and justifying one's thinking. They will be exposed to various genres that teachers will model, students will then imitate, and participate in a year long school wide celebration of various writers and writing styles to increase literary comprehension. In ESL, all students learn about the mechanics of writing using the Lucy Calkins Writer's Workshop Model. The workshop model is one that, though it's structure is the same for all level ELL students, the process scaffolds allow for differentiation among grade, and proficiency levels. These skills are also used as a supplemental tool in mainstream ELL classes. The writers workshop model provides support and time for practice of the skill taught. The finished product is used as an assessment tool to identify reteaching areas to be implemented in instruction through a spiraling process.

All of these strategies and key components in the journey of a beginning level 0-3 year ELL student will be gradually used less frequently when they become proficient. Assessments will be used to justify their decreased use of support as their developing skills are nurtured and fine tuned. These strategies would be revisited as needed for the transitional support of any students who reach 6 or more years of service, those in need of Tier 3 strategies, and those students who test out of the ESL program 0-2 years later. Former ELL students having 0-2 years of Proficiency are still granted the test accommodations of extended time, the use of word to word dictionaries in their home language, and highlighters which they have been trained to use throughout the year.

Students use the internet and many ESL related websites facilitated by Ms. Deras. They keep a notebook where their daily reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. Our ESL students will also utilize the supplemental materials from the Publishers Continental Press, entitled, New York ELLs Student Workbook for ESL/ELL students, and their Read , Reason, Write workbook series, all grade level appropriate . In their ESL class students will use the key strategies of the Lucy Calkins reading workshop that can be used throughout an ELL's academic journey even after leaving the program.

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?

Classroom teachers of ELL-SWDs at PS 233 have access to the SESIS system where they can print a hard copy of their student's IEP.

This helps instructors to identify the specific needs of their student. Teachers of ELL-SWD use various strategies to provide access to academic content areas and accelerate English Language development. Those strategies include: Peer Teaching, visual cues, time to think and respond, sentence starters, and providing various ways to answer or share ideas utilizing their stronger modalities. In Peer Teaching a ELL-SWD is paired with an Intermediate to high level student who has patience, can model desired behavior, speaks English as their primary language and is strong in the skill being taught. Technological tools, like Smartboards and iPads, provide access to academic content areas and accelerate English language development. They have proven very successful in supporting language development strategies in all content areas. Ms. Geffrard, our Alternate Placement Para, assists our ESL-SWD student one-on-one by providing interpretation and translation in English and Haitian-Creole when necessary. This service is provided throughout the day, including during the student's lunch period. She assists with classroom interactions, projects, and procedures by explaining and modeling. English is the primary language used when communicating with the student, unless she is struggling and needs translation in Creole.

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?

Diverse ELL/SWD students are supported to reach their IEP goals and attain English proficiency within the least restrictive environment. Curricular components of instruction are spiralled for reinforcement and additional support. Instructional components of strategies that provide literacy skills also provide reinforcement and support. Scheduling flexibility of additional instructional time is used for centers that reinforce necessary skills. This additional support helps our ELL/SWD students reach their IEP goals within the least restrictive environment. Before an ELL student is placed in ICT we look for background information such as home language, years in the United States and school, teacher input and observations, observations outside of the classroom, social history and skills, attention skills, and all other psychoeducational evaluation tools used for non ESL students that are SWD and being considered for ICT. The difference being the administration of the test in their home language as well as English. Their scores are only reported in the form of Range for the Verbal and IQ testing report.

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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

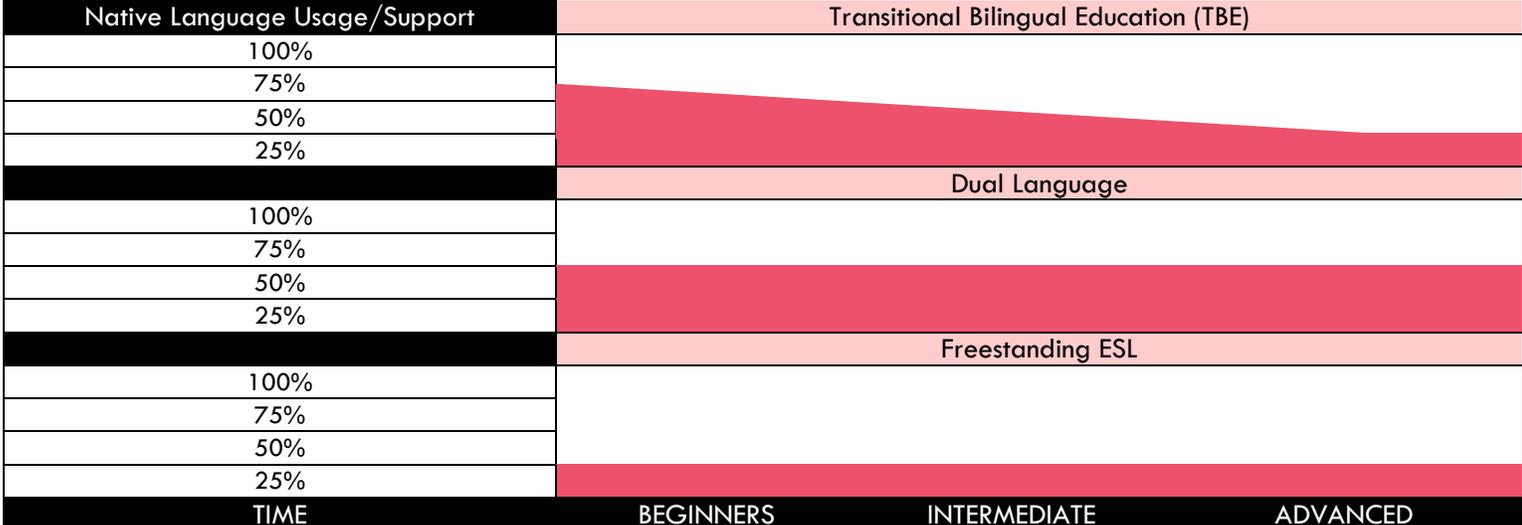
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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.

Extended day instruction is provided throughout the year. During Extended Day students are grouped according to their reading levels within their grade, as per their DRA Assessments. During Extended Day "Mondo" Program Kits are Shared amongst grade levels. The focal point of this Program is to match students to text effectively with Mondo leveled books on various nonfiction topics in the subject areas of Science and Social Studies. Their books are carefully selected to help students become fluent, independent readers and to support each reader's development at increasing levels of difficulty. Guided Instructional Reading Lesson Booklets accompany each title in the kit. Guided reading helps each of our students with word identification, strengthening their literary vocabulary, pronunciation and fluency, which in turn effects comprehension. Each lesson booklet follows a consistent format and includes specific teaching focuses that support the five critical aspects of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Writing is included in every aspect of the MONDO lessons, as students are asked to write what they have verbally expressed during the lesson, their understandings, misconceptions, or comment on a higher-order question pertaining to the topic of discussion in the lesson. It is within these mini-lessons that an ESL student will also receive additional support where their stronger area of Listening and Speaking, according to NYSESLAT scores, will be used to support their weaker areas of Reading and Writing. Additional strategies such as, graphic organizers, individual student created dictionaries, word walls and charts from previous lessons, cues posted within reach (on their desk), picture dictionaries, peer buddies, visual aids to support literary and sight vocabulary will also be used to support ESL learning during Extended day. All of this will build comprehension and better word association.

Techniques such as scaffolding in reading and writing, spiraling instruction in ELA and Math to provide several opportunities for students to revisit topics and practice skills, Peer tutoring, One on one instruction for SWD and Beginning level ELLs, Differentiated group instruction, Center Activities, Journal writing, manipulatives, technology, using Flash Cards to visually assist lower level ELLs and SWDs, Graphic Organizers, Visual Cues, Author/Share Chair (develop speaking and listening skills) and Teacher Modeling strategies are used during our intervention programs.

Our classroom teachers assess the students early in the school year using Wilson's Foundation's screening tool (grades K-2) and/or DRA (grades 1-5). The ESL teacher uses this information to plan explicit, high quality, academically rigorous instruction that will meet the needs of the ELL student. Frequent progress monitoring by the ESL and classroom teacher assesses the students' progress toward mastery. If Tier 2 instruction is needed the students receive small group instruction during the extended day program. In addition, our reading teacher works with our middle-year and special education ELL subgroups providing them with guided reading instruction. If Tier 3 services are required, our speech and SETTS providers work 1-1 or 1-3 on literacy development. In math, the students are assessed using math pre-assessment, post assessment, performance tasks and Schoolnet assessments. Small group instruction is provided to ELLs who need more intervention during extended day. Science and social studies are assessed through unit tests and performance tasks. Targeted instruction is provided in small groups based on need.

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

The strategies used in our current intervention program provides much needed literary practice, and strengthens the foundation necessary for reading comprehension in all subject areas. Based on 2012-13 NYSESLAT results, we had 5 out of our 11 current ELL students move up one proficiency level and 1 student moved up two levels. One relocated grade 1 ESL student also moved up one level. While our current program is meeting many of our ELLs needs, we are concerned that 4 of our students are still beginners and 1 student has remained on the intermediate level. We need to foster their language development through a focus on vocabulary and increase their content knowledge by incorporating more informational text into ESL instruction. The current literacy program, Ready Gen, is used school wide and supports higher order thinking, literary vocabulary, and reading comprehension strategies with the spiraling skill structure provided and the scaffolding sections specifically implemented for ESL students. Our math curriculum also incorporates such scaffolding methods particularly catered to ELL students.

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

We will improve the current ESL program by putting an emphasis on vocabulary development, using more informational text, and incorporating some push-in ESL service. We are also considering purchasing the online iREADY program to improve the ELLs literacy development.

We will consider looking into Hampton Brown's In Zone book series, specifically written to address and support ESL needs, as soon as funding is available. This series is also constructed using various DRA and Lexile levels for differentiation and can be evaluated for effectiveness with periodic DRA testing. An online student workbook and teacher's guide is also provided specifically for ELLs

with this program and introduces them to literary vocabulary to enhance their reading comprehension. We will consider further implementation of technology in all classrooms throughout. We have changed the structure of our ESL program from a totally pull-out model, to a hybrid combination of push-in and pull-out structure. We will also institute a school-wide International Day for all students to have an opportunity to research their heritage and share it amongst their classmates and friends. An ESL inspired book of the month from each culture will be represented in the ESL class. ESL students read to Pre-K students during their naptime. Updated computers, Smartboard, and or ELMO to enhance visual learning and get students more engaged. We will edit the Parental Needs Survey, and update the ESL web link on the school site.

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

A total pull-out freestanding ESL Program will now change to a blended program of pull-out and push-in. This program change will be most beneficial for the ELL student and classroom instructor when extra support for the classroom teacher and ESL/ELL student is provided in the environment where most of their day is spent.

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

All ELLs in grades 1-5 are included in our Extended Day tutoring program. During Extended Day students are grouped according to their reading levels within their grade, as per their DRA Assessments. During Extended Day "Mondo" Program Kits are Shared amongst grade levels. The focal point of this Program is to match students to text effectively with Mondo leveled books. Their books are carefully selected to help students become fluent, independent readers and to support each reader's development at increasing levels of difficulty. Guided Instructional Reading Lesson Booklets accompany each title in the kit. Guided reading helps each of our students with word identification, strengthening their literary vocabulary, pronunciation and fluency, which in turn effects comprehension. Each lesson booklet follows a consistent format and includes specific teaching focuses that support the five critical aspects of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Writing is included in every aspect of the MONDO lessons, as students are asked to write what they have verbally expressed during the lesson, their understandings, misconceptions, or comment on a higher order question pertaining to the topic of discussion in the lesson. It is within these mini-lessons that an ESL student will also receive additional support, where their stronger modalities of Listening and Speaking, will be used to support their weaker areas of Reading and Writing. This is done based on the results of the NYSESLAT. Additional strategies such as, graphic organizers, individual student created dictionaries, word walls and charts from previous lessons, cues posted within reach (on their desk), picture dictionaries, peer buddies, visual aids to support literary and sight vocabulary will also be used to support ESL learning during Extended Day. All of this will build comprehension and better word association.

ELLs in grades 3-5 are invited to attend our Saturday ELA & Math Test Prep tutorials. A Pre and Post Timed Standardized Format Assessment is given in both ELA and Math for each grade level. These assessments are used to give each teacher data to be organized and analyzed to determine the teaching points in ELA, math and writing according to documented student weaknesses. Lessons are taken from various sources, but is taught in a workshop model format. This consists of a mini-lesson to model a skill or concept, class examples are demonstrated in a guided section of the lesson, independent work is completed and used for assessment of comprehension. In addition, homework is given to practice the skills taught.

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

ELLs use the ReadyGen program for literacy, the GoMath program for math and the NYC Core curriculum material for science and social studies. The newcomers subgroup in grade K-2 use the Wilson's Foundation program for phonemic awareness and phonics development. The Special Education subgroup uses tablets to access the online program Educate Online. Additional instructional materials such as books, videos, manipulatives, pictures, smartboards, ipads, computers, flash cards, educational games, kitchen centers, graphic organizers, projectors, ELMOs, CDs, and cassettes are all interchangeable instructional tools used in various content areas.

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

Native language support is delivered in our ESL program through the use of tools like literature used for instruction and independent reading that includes a student's native language, such as storybooks and dictionaries that assist ELLs during their translation from a Native Language. Cultural celebrations, special projects, trips pertaining to cultural holiday celebrations and content areas being taught, and some instructional tools like sight word flash cards in other languages support native language delivery.

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

Most of our newcomers are in kindergarten and first grade and need phonemic awareness, phonics, vocabulary development and decoding strategies. The Foundations program addresses many of these areas. Small group work during extended day in which guided reading is emphasized also addresses their needs. The reading teacher and speech and SETTS providers work with many of our middle-year and special education ELLs provided them with Wilson instruction and further language acquisition instruction through guided reading. The required service support is differentiated specifically by grade level and secondly by their academic level of a 1-3 with the intent of moving them up at least one level.

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.

Newly enrolled ELLs and their parents are invited into school to meet the ESL teacher and visit the ESL program before the beginning of the school year. For students who enroll during the school year this invitation is issued as soon as possible after the child is enrolled. A parent orientation and Curriculum night are hosted for all parents and disbursement of a dictionary in the home language of the new and late entry enrolled children and parents to be used at home. ESL class trips are taken where parents are welcome to chaperone and share in the language and cultural experiences throughout the school year.

18. What language electives are offered to ELLs?

There are currently no language electives being offered at PS233.

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)?

PS233 currently has a Freestanding 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.

The ReadyGen and Go Math programs are NYC Core Curriculum programs that are aligned with the Common Core Standards. One teacher from each grade attends professional development in the implementation of the ReadyGen and Go Math programs and they then turnkey the information to the other teachers on their grade during common planning sessions.

Principal Spellman has attended Teacher Effectiveness training which provides administrators with more effective ways to improve teacher practice. She also attends the Teacher Leadership Program meetings to build leadership capacity and support teacher teams, which in turn supports our vision. A stronger support system is then created, not only composed of administration, but staff. Mrs. Spellman has also attended workshops on RTI for instruction and behavior. This will help our staff and school community be able to accurately identify students in need of intervention, and provide the appropriate services. Through these trainings, Ms. Spellman is able to make sure that we have a systematic approach to addressing the RTI process.

Our Secretary Ms. Reece, has attended an "Introduction to ELLs for Pupil Accounting Secretaries. The training stressed the need for ESL compliance and procedures. A meeting was also held with the network SED/ELL personell to clarify ELL registration procedures and the storing of documentation.

The ESL teacher attends professional development sessions that are offered by the network or by the Office of English Language Learners. This information is then turn-keyed to the classroom teachers of ELLs at faculty conferences, common planning meetings, during preps or at Lunch and Learns. At the beginning of the year, the ESL teacher provides staff with professional development regarding the requirements and mandates of the ESL program as per CR part 154 and with information concerning NYSESLAT and other data for ELL students.

All Professional Development workshops attended by Ms. Deras are turn-keyed to all instructional staff.

1- Reading and Writing Non Fiction for ELLs Day 1-Guest Speaker Stephanie Harvey-How to provide ELL and all struggling students with additional support in complex areas such as reading comprehension of complex texts and how to support student response to such texts, in writing.

2- Reading and Writing Non Fiction for ELLs Day 2-Guest Speaker Tony Stead- Teachers are shown the importance of visual aids for ELLs attaining a second language as well as those lower level students who struggle and need scaffolding instruction to provide support. Several learning strategies are turn-keyed to staff as well as modeled.

3- Reading and Writing Non Fiction for ELLs Day 3- Guest Speaker TBA

4- Day 1 Writing Institute for teachers of ELLs- We will learn strategies and techniques to help ESL students and lower level students begin to express their ideas in various forms of writing as it relates to the Common Core Standards

5- Day 2 Writing Institute for teachers of ELLs- We will learn strategies and techniques to help ESL students and lower level students express higher order thinking concepts in forms that are more appealing to an ELL student or lower level student as it relates to the Common Core Standard.

6- Day 3 Writing Institute for teachers of ELLs

7-NYSITELL Training- this training will help classroom teachers to make a comparison between the old test and the new LAB R and NYSITELL as it relates to the NYSESLAT which is to come later in a school year. We discussed what is expected on the test for each grade level with sample NYSESLAT tests printed from online, in comparison to their particular student's academic standing. We then assessed what each child's individual goals were according to where they are and need to be.

The ESL teacher has set up a system by which she has made herself available to the classroom teachers of ELLs during her preps so she can share instructional strategies and methodology with them on the topics of reading, writing, vocabulary, and math. In addition, the teachers of ELLs participate in professional development in the Ready Gen Reading Program and the GoMath program during which ESL supports, including scaffolded instruction, are discussed. Each workshop begins with addressing a survey to be completed prior to meeting so that concerns and issues are immediately addressed and any necessary artifacts are present with a questionnaire that is given at the end of the meeting.

Professional Development provided by Ms. Deras to all instructional staff:

1- ELAND Review Procedure- practitioners guide resources for ELAND reviewed

2- The Four Stages of Language Acquisition (Fall 2013 ESL policy, ESL standards, student data analysis,sharing of resources)- Resources are used with student data to help determine their student's stage of language acquisition, various strategies and classroom activities that can be used to move them to a higher stage of language acquisition are shared.

3-Yearly ELL Journal Article Review #1 "Mainstream "English" Literacy Practices: ESL Parents' Perspective" This peer reviewed article helps ESL staff to gain insight to some of the challenges and possible solutions to building a stronger teacher/parent support system. This article opens the floor for discussion of in-house concerns, ideas and adjustments to be made as it relates to the topic.

4-Ten Ideas for teaching students with Interrupted Formal Education in the classroom. This meeting was held to address the identification and possible ideas for implementation of practices in the case that we get a SIFE student.

5-Yearly ELL Journal Article Review #2 "TBA"

6- Yearly ELL Journal Article Review #3 "TBA"

7- FUTURE TRAININGS TO BE SCHEDULED BY MS. DERAS

The guidance counselor attends all training sessions regarding transitioning from the 5th grade to middle school and shares that information which includes supports for transitioning ELLs with 5th grade teachers during faculty conferences and professional development sessions. Principal Spellman ensures that the guidance counselor, Mrs. Price, receives professional development through workshops. These workshops enable the guidance counselor to learn new strategies and techniques to work with students, parents, and staff. The guidance counselor attended PBIS training in December and is presently working with students via classroom visits and conferencing with teachers on techniques to help the students. In addition, the guidance counselor exposes the students to videos on specific subjects to enhance their academics and behavior. Middle school workshops are presented to parents and students so that they are not surprised by the expectations and/or issues that arise as the students make the transition to middle school.

The ESL teacher and the guidance counselor work with the students and parents of ELLs as they transition from elementary to middle school. This is done through parent meetings, presentations and telephone conversations.

The minimum 7.5 hours of ELL training is provided to all teachers regardless of whether or not they have ELLs currently in their class during Data Team meetings and during common planning sessions. They are provided with techniques to improve reading and writing including scaffolding and spiraling instruction. Other strategies include teacher modeling, the use of graphic organizers, flash cards, visual clues, peer-tutoring and center activities are also discussed. During weekly Inquiry Meetings student work is analyzed and discussions take place as to how we can best support the ELLs as they work toward acquiring proficiency in English. Agendas, attendance sheets and copies of material distributed are kept by the principal.

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?

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. A parent buddy who speaks their native language is offered to parents at PS 233. We have an open door policy that welcomes the participation of parents. Special days are planned for every class in an event called "A Day In The Life". An ELL academic survey is given to parents and offered in their native language, to discuss student strengths and weaknesses in each academic area, as it relates to school and home, as well as any other questions or concerns that they might have. A copy of this form is shared with the classroom teacher. A homework sheet that gives tips to parents on how to assist their child, or words of parental encouragement are shared. All parents are able to experience, observe and partake in student instruction in their child's class. In the past, outside organizations such as Ifetayo Cultural Arts Academy provided African dance, Capoeira, Creative Writing and Expression and drumming classes to our students. The history of each dance and discipline was taught. PAL provided swimming classes to our 2nd graders and ArtsConnection provides violin instruction. Currently, budget cuts have not allowed us to offer arts instruction from Ifetayo or send students for swimming at the Brownsville Recreation Center.

We currently partner with the Church Avenue Branch of the Brooklyn Public Library, and a 3rd Grade program "My Own Book" that gives students money to purchase books to start their own personal library. Outreach services are provided, parent Volunteering, Parent Association meetings, Parent News letters, School Web site access, memos, and documents are all provided in various languages as needed. PTA involved activities such as graduation activities, fundraising, and the Peacebuilders give parents an opportunity to be involved in the development of our school and contribute to its climate and culture. Independent meetings can be scheduled throughout the year. Parental needs are evaluated through progress reports with a comment section available, notes home, conduct sheets when necessary, contact information given to ELL parents for direct verbal communication through text, phone call, or email are utilized as well. Any issues and concerns are addressed using one of these methods. Parents have a variety of choices to communicate with the school in their native language if they so chose. Keeping close communication builds a better relationship between stakeholders and empowers the parent to play a focal role in their child's educational success when they are given the necessary tools to assist at home and participate in the school community.

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.

Part VI: LAP Assurances

School Name: Langston Hughes Elementary

School DBN: 18K233

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denean Stephens-Spellman	Principal		12/6/13
Rosemary Cuccia	Assistant Principal		12/6/13
	Parent Coordinator		1/1/01
Makeba F. Slowe-Deras	ESL Teacher		10/15/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Emelda Price	Guidance Counselor		
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18 School Name: PS233

Cluster: 6 Network: 602

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.

At Langston Hughes Elementary School P.S. 233, we strive to enhance our ability to communicate and engage with limited English language proficient parents. Upon enrollment we have parents complete a Home Language Survey (in either English or another language of choice) specifying the languages used in their home and whether they wish to have translation and oral interpretation services provided. Parents also fill out a biographical card that includes the languages they speak. Based on the answers to these questions, as well as the parent's verbal requests in the enrollment interview, P.S. 233 then provides parents with appropriate and timely information in a language they have chosen as most understood.

If the parent is new to our school, but not new to the New York City Department of Education, the appropriate administrators, including the ELL Coordinator, will look at the child's Home Language Survey to determine if a language other than English is requested for communication. If no space is available or language is indicated, parents will receive a written letter requesting them to specify their preferred language for communication.

PTA communication and school-wide notices are translated in the parent's language of choice. Template formats in various languages have been created by the ELL instructor to assist classroom teachers of ELLs with their parent communication when they have concerns and when they want to share information on student progress. The ESL progress report is sent home in English and the parent's chosen home language. This provides yet another methodology to promote academic awareness in a timely manner between parents and the school.

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.

Currently, approximately 45% of P.S. 233's ELL student population speak Spanish, 45% speak Creole and French, 10% speak Arabic. Most households of ELL students have asked that communication be sent home in English as well as the second language because English is also spoken on a social to moderate level at home. Due to this request we haven't had the need to request outside translation and oral interpretation services. The school does, however, have several staff members who speak Spanish, French and Creole when translation and oral interpretation services are required or requested.

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.

Langston Hughes Elementary School will provide written translation services and meet the identified needs indicated in Part A. To ensure timely provision of translated documents to parents in need of language assistance services, teachers will submit letters up to three business days prior to promulgation. These letters will be translated by the appropriate translator available from one of our various options, such as the Office of Translation, an outside vendor, in-house school staff, or a parent volunteer.

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.

P.S. 233 will also provide oral interpretation services for parents based on the needs identified in Part A. Depending on the language, oral interpretation services will be provided by an outside contractor, in-house school staff, or parent volunteer. These services include an oral translation during parent-teacher conferences, oral translation available at school-wide meetings, and oral translation as per requested by the parent.

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>.

We will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by downloading and disseminating a copy of the Bill of Parent Rights and Responsibilities in their language of choice, as made available by the Office of Translation and Interpretation. The school will also have signs in each of the most prominent covered languages, including English. Moreover, the school's safety plan will establish procedures to ensure that parents in need of language assistance services are not hindered in communicating with the school's administrative offices merely because of language barriers.