



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

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>16K243</b>
<b>School Name:</b>	<b>P.S. 243K-THE WEEKSVILLE SCHOOL</b>
<b>Principal:</b>	<b>KAREN HAMBRIGHT-GLOVER</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 243K-THE WEEKSVILLE SCHOOL School Number (DBN): 16K243  
School Level: ELEMENTARY Grades Served: PK-5  
School Address: 1580 DEAN STREET, BROOKLYN, NY 11234  
Phone Number: 718-604-6909 Fax: 718-604-6914  
School Contact Person: KAREN HAMBRIGHT-GLOVER Email Address: KHAMBRI@SCHOOLS.NYC.GOV  
Principal: KAREN HAMBRIGHT-GLOVER  
UFT Chapter Leader: JEAN DERICO  
Parents' Association President: OCTAVIA MILLER  
School Leadership Team Chairperson: CORDELL RIGG  
Student Representative(s): N/A

**District Information**

District: 16 Superintendent: EVELYN SANTIAGO  
Superintendent's Office Address: 1010 LAFAYETTE AVENUE  
Superintendent's Email Address: ESANTIAGO@SCHOOLS.NYC.GOV  
Phone Number: 718-574-2834 Fax: 718-453-1048

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: CHRISTOPHER GROLL  
Network Number: 406 Network Leader: RENARDO WRIGHT

## 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)
KAREN HAMBRIGHT GLOVER	*Principal or Designee	
JEAN DERICO	*UFT Chapter Leader or Designee	
OCTAVIA MILLER	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
CORDELL RIGG	Member/ TEACHER /SLT Chairperson	
MARCIA PRICE	Member/ TEACHER	
JOSEPHINE CORNEILLE	Member/ TEACHER	
SHANTE MILLER	Member/ PARENT	
LATAISHA DUNGEE	Member/ PARENT	
TREINA MACKINS	Member/ PARENT	
SYLVIA SHUEMAKE	Member/ PARENT	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

- 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:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

### **Weeksville Mission Statement**

The mission of the Weeksville School is to produce literate, lifelong learners who are visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who apply knowledge to make morally responsible decisions in an ever-changing global society. We will accomplish this by providing a challenging, relevant, multicultural, integrated curriculum taught by a caring, competent, motivated, accountable staff, committed to the success of all students, in a safe, orderly environment conducive to learning in partnership with our entire parent community.

### **AREA OF CELEBRATION**

- We received a memo from the NYS Education Department congratulating us for making Year 2 Progress in the area of English Language Arts (ELA) with the subgroup-Students with Disabilities (SWD) as a Focus School for the 2012-13 and 2013-14 school year. We were cited as a FOCUS school in the area of ELA/SWD initially in 2011-12.
- Aligned use of resources to support instructional goals that meet students' needs (2013-14 Quality Review Report)
- Structures for positive learning environment, inclusive culture, and student success (2013-14 Quality Review Report)
- School-level theory of action and goals shared by the school community (2013-14 Quality Review Report)

Academic Intervention Services (AIS) are available to students in all schools. We are part of a team of school-based educational professionals that work with students in literacy and math. We pull out students in small groups (6-8 students) and use NY Strategy Specific Reading Kit-Curriculum Associates daily during 45 minute blocks for literacy. For math, we use Great Leaps, a program that teaches students concepts to develop fluent calculation skills in simple math. We enjoy working with our students. Lateness and maintaining the motivation of some special education students are our biggest challenges. The students are continually assessed and we determine skills needed, per group, for maximal student success.

### **AREAS OF NEEDED IMPROVEMENT/FOCUS**

Based upon family feedback, there were concerns about the families not regularly communicating with their children. The majority of families stated that they want notification by notice brought home by their child even though some said they were not familiar with AIS or the times it begins and ends. As a part of the Chancellor's policy on Family Engagement, it is pertinent that our school, along with the Academic Intervention Providers, establish ongoing communication through various mediums.

**Priority: Continue ongoing family communication, with improvements**

- By the end of June, 2015, 66% (every 2 out of 3) parents will become more familiar with AIS through parent workshops and/or trainings in and out of the current school and throughout the five boroughs, when deemed necessary.
- By the end of October 2014, the school will have conducted an AIS parental orientation, outlining the program as well as the resources and providers. The orientation will also include the students selected. The school will make available the citywide information on academic intervention services to all parents (provided by the New York City Department of Education).
- By the end of the school year June 2015, academic providers will have established, critical information to parents regarding their child's progress, with face to face meetings every month, establish e-mail correspondence, letters sent home or phone calls to families on a monthly basis to update progress or concerns. All verbal and email/letter transactions will be logged in the Academic Intervention Team Leader's office for future reference.
- Members of the AIS Team include: Testing Coordinator, School Guidance Counselor, School Social Worker, School Psychologist, SETTs Teacher, IEP Teacher, Administration, School Nurse, Attendance Teacher, School Family Worker, Parent Coordinator and Speech Teacher.

**Area of DTSDE Tenet school made the most growth during the 2013-14 school:**

**Statement of Practice 5.2:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

**Key Areas of Focus:**

- A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs.
- There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs.
- The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.

**Area of DTSDE Tenet in which the school was rated ineffective or developing during the 2013-14 school:**

**Statement of Practice 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.

**Key Areas of Focus:**

- Continue to maximize learning opportunities for teachers in data analysis and its applicability to lesson planning to ensure grade-level goals for all learners, including ELL's and SWD.
- Train teachers in the understanding and use of student data-formative and summative through onsite and offsite PD.
- Differentiate strategies for identified sub groups and plan for shifts in instruction weekly and create and develop student assessment binders.

## 16K243 School Information Sheet

School Configuration (2014-15)

Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	265	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	94.8%	% Attendance Rate			90.2%
% Free Lunch	96.9%	% Reduced Lunch			0.7%
% Limited English Proficient	3.2%	% Students with Disabilities			23.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			71.3%
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander			4.2%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
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)	0.3%	Average Teacher Absences (2013-14)			10.04
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.0%	Mathematics Performance at levels 3 & 4			18.8%
Science Performance at levels 3 & 4 (4th Grade)	79.3%	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					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

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

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

3.3. The school needs to further develop the consistent differentiated practices that will enable students to accelerate their learning towards college and career-readiness. **(Priority & Focus School Quality Review Full Report 2013-14)**

**QR: May 7<sup>th</sup>, 8<sup>th</sup>, 2013**

**Strengths:**

- The leadership's vision for improved student progress is captured in focused goals for school improvement and embraced by stakeholders in a collaborative effort to advance student learning.

**Needs:**

- Promote greater consistency in differentiated instruction to reflect purposeful groupings, suitable challenges and questioning that extends critical thinking to maximize 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, we will strengthen teacher practice by building a common language and understanding of high quality instruction and utilizing a selected competency from Danielson's Framework for Teaching (3b: *Using questioning /prompts and discussion*) to provide more immediate, frequent, high quality feedback Administration will conduct at least eight (8) informal observations of each teacher to ensure 100% of teachers become effective or highly effective within that competency as measured by informal and formal observations and walkthroughs.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional development provided by principal, assistant principal, Literacy and Math Coaches, staff developers from Fordham University, CFN support personnel weekly through teacher team meetings, monthly AP conferences, monthly external professional development by Fordham University and professional development scheduled for Chancellor conference days: September 3 <sup>rd</sup> , and June 4 <sup>th</sup> : Teachers continue to study and implement Danielson’s Framework rubric, view videos and discuss ratings. Observation schedule for formal and informal observations (four to eight per teacher), pre and post observation conferences, and written timely feedback.	All teachers	September 2014-June 2015	Administration, Literacy and Math staff developers from Fordham University and Teacher Grade Leaders
Presentations, Workshops, Videos on Danielson Frameworks	Parents	September 2014-June 2015	Literacy/Math Coach Assistant Principal Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Title I Focus monies will be used for professional development that will support teacher growth and learning with specific growth around questioning techniques and discussion prompts. Title I and Title I Focus funds support building capacity around CCLS aligned tasks for teachers of level 1 and 2 students: 50 full-day professional development opportunities are provided for all Teachers given in-house, by staff developers from Fordham University in ELA and Math-25 for Math and 25 for ELA, by Network 406 and turn-key by staff members.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title 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**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
<ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>

AP, Fordham staff developers will help teachers self-assess on selected components of the rubric in collaboration with the grade leaders using ARIS Learn several times during the school year during the weekly teacher team meetings to receive PD on the Charlotte Danielson Frameworks.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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:**

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.

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	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.	D

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

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. 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.

5.2 The school needs to further develop and expand the school’s strong emphasis on character education, anti-bullying lessons and consistent check in on student well-being to ensure the continued social and emotional development to support student achievement. **(Priority & Focus School Quality Review Full Report 2013-14)**

**Quality Review: May 7-8, 2013**

**Strengths:**

- The school’s systems and partnerships support students and their families in continual learning and promote students’ personal growth and development.
- School based support personnel such as the guidance counselor, social worker and speech teacher collaborate with staff and dialogue with parents regularly to ensure students’ social and emotional needs are met. As a result, students express that they feel supported and well cared for at school.

**Needs:**

- The school needs to make deliberate and effective efforts to make its core ethical values, the justification for them, and their behavioral definitions widely known throughout the school and parent community.

**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, a Social Emotional Learning (SEL) team will be organized to coordinate SEL school wide initiatives and begin revision of the school wide discipline plan in order to align it with Social Emotional Learning principles and decrease physical altercations between students by 5% as measured by OORS.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will teach lessons from the 4Rs curriculum (reading, writing, respect, resolution) each Monday and integrate lesson ideas, skills and activities throughout the week. A staff developer from Fordham University will work with select teachers each Monday through coaching, co-teaching and modeling lessons. This staff developer will also train a select group of students as peer mediators. The school will implement a peer mediation program this school year. The Child Study Team will meet weekly to plan activities and begin the development of the school wide discipline plan.</p> <p>The Child Study Team will be made up of teachers, related services staff including the guidance counselor, school based staff developer, parent coordinator, representatives from the lunch staff and the staff developer from Fordham University.</p> <p>Madison Square Boys and Girls Club, a partner organization will organize the schools recess program with a focus on the schools SEL priorities that include cooperation, following rules for recess games, team work and fun. These initiatives are expected to reduce the number of classroom disruptions to the learning process.</p>	<p>Pk-5</p>	<p>September 2104-June 2015</p>	<p>Administration, Literacy and Math staff developers from Fordham University and Teacher Grade Leaders</p> <p>Madison Square Boys and Girls Club Site Supervisor</p>
<p>Presentations, Workshops, Videos on Social Emotional Learning</p>	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>IEP Teacher, Guidance Counselor, Assistant Principal Parent Coordinator</p>

**Part 4 – Resources Needed**

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

Administration, teachers, guidance counselor, staff developer & parent coordinator

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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.

**After training takes place the peer mediation program will be launched beginning with an assembly for all students and staff. Parents will be informed via backpack notices and school website. Targets to track progress are records of mediations, #'s of requests for mediations and OORS incidents decrease by 5%.**

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	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:**

7. 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.

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

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

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

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. 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.

4.2 The school needs to continue to maximize learning opportunities for teachers in data analysis and its applicability to lesson planning to ensure grade-level goals for all learners, including English language learners and students with disabilities. **(Priority & Focus School Quality Review Full Report 2013-14)**

#### Quality Review: May 7-8, 2013

#### Strengths:

- School leaders, after gathering teacher input, make informed organizational decisions to support improvements in student learning.

#### Needs:

- Improve alignment of assessment practices, including ongoing checks for understanding, to determine student progress towards goals and provide effective feedback to students about their work to inform planning and preparation.

### Part 2 – Annual Goal

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

During the 2014-2015 school year, 100% of teacher teams will use school wide formative and summative data as a means to disaggregate data to create differentiated lessons which will lead to multiple points of access for all students to achieve targeted goals as measured by informal and formal observations and walkthroughs.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Train teachers in the understanding and use of student data-formative and summative through onsite and offsite PD. Differentiate strategies for identified sub groups and plan for shifts in instruction weekly. Create and develop student assessment binders. IEP Teacher will help special education teachers look at student IEP goals and promotional criteria, implementing UDL strategies, and teaching them how to support SWD's with the new curriculum and in meeting their learning goals.	All Teachers	September 2014-June 2015	Classroom Teachers, Clusters Teacher, Literacy/Math Fordham University staff developers, IEP teacher, SETSS Teacher, Intervention Team Leader, Administration, Network 406
Parent workshops and Presentations.	Parents	September 2014-June 2015	IEP Teacher, Administration, Literacy/Math Fordham University staff developers, SETSS Teacher, Intervention Team Leader,

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Classroom Teachers, Clusters Teacher, Literacy/Math Fordham University staff developers, IEP teacher, SETSS Teacher, Intervention Team Leader, Administration, Network 406

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		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.

We will use ARIS, School Net-Math Baseline Assessments, Fountas and Pinnell Levels, ReadyGen-Unit tests, Go Math Unit Assessments, I-Ready diagnostic tests, mid and end-term assessments, I-Ready Math and Reading and Fundamentals of Writing to review, update and modify student data so we can address student weaknesses and move students forward who make progress.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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:**

11. 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.

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

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. 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.

2.2 School needs to continue to monitor closely the impact of the established structures and systems for school-wide improvement upon the progress of all students, especially students with disabilities and English language learners. **(Priority & Focus School Quality Review Full Report 2013-14)**

**Quality Review: May 7-8, 2013**

**Strengths:**

- Teachers benefit from participating in teacher teams that foster reflection as well as provide options for researching effective instructional techniques.

**Needs:**

- Develop a system of checkpoints to measure progress toward school-wide interim and long-term goals in order to adjust and ensure student performance.
- Use observation protocols to assess and improve teaching practices that lead to student progress and achievement.

**Part 2 – Annual Goal**

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

By June 2015, school leadership, teacher teams and the instructional cabinet will analyze the data in ELA for all students & the supports given to SWD’s in order to ensure quality differentiated instruction to meet the specific targeted needs of this subgroup resulting in achievement towards the standards resulting in an increase in ELA proficiency as measured by the results of the NYS ELA exam.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Throughout the course of the year common preps will continue to be arranged to facilitate planning and discussion time for teachers. Common Core Learning Standards will be incorporated to units of study and students will engage in Common Core aligned tasks. Participation in inquiry groups for teachers will provide an in depth understanding of UDL concepts and activities to support student achievement in the classroom. The Child Study Team will assist in identifying student needs and available supports. The school will provide special education classrooms with appropriate materials, such as picture books and novels aligned to the units of study, and computers so that students have additional access to the Internet to support the curriculum. AIS teachers and Paraprofessionals provide additional support to Special Education classrooms. AIS providers support teachers and students by creating push-in/pull-out small groupings to focus on group and individual needs. Special education teachers will be provided with professional development through Fordham University. This series will help ICT teachers develop programs for all students in the community.	PK-5	September 2014-June 2015	Administration, Literacy staff developer from Fordham University, Network 406 ELA Staff Developer and Teacher Grade Leaders
Parent workshops and Presentations.	Parents	September 2014-June 2015	IEP Teacher, Administration, Literacy/Math Fordham University staff developers, SETSS Teacher, Intervention Team Leader,

**Part 4 – Resources Needed**

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

**Title I Focus monies will be used to ensure professional development is supported by Fordham University. Title I Focus money is used to fund per session days in order for teachers to participate in professional development opportunities after school to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning. Title I Focus monies will be used to support this goal by purchasing educational software called Curriculum Associates-READY New York CCLS Practice-ELA and Math for teachers to use for additional instructional support.**

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title 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.

Progress will be monitored by examining:

- I-Ready & Fontas & Pinnell results in ELA will carefully monitor individual student progress, several times a year.
- Assessment Binders (classroom teachers and AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study.
- Student work and portfolios will be monitored for growth utilizing rubrics and NYS CCLS Standards, 5 times during the academic year.
- Fountas and Pinnell results will be monitored to show individual student growth from Fall 2014 to Spring 2015

Professional Development will be monitored through agendas and sign in sheets and login’s on School Net

Extended day student progress will be monitored through pre and post assessments

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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:

15. 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.
16. 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.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

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

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. 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.

6.4 Foster the school leaders and teachers frequent communication with families and creation of a robust home-school connection with the establishment of a website and increased publications to the home.

**(Priority & Focus School Quality Review Full Report 2013-14)**

**Quality Review: May 7-8, 2013**

#### Strengths:

- Relationships across the school are warm, supportive and inclusive of students, teachers and parents who take pride in being part of the community.
- Parents have opportunities to be involved in their children's learning through open communication with the school and engagement in the decision making process
- In addition to promoting an "open door" policy, school leaders and teachers communicate regularly with parents through the school's website, workshops, curriculum night, and informal conversations. Quarterly reports sent home inform parents of their children's progress. Consequently, parents are able to intervene, when necessary, to ensure their children make the needed adjustments to achieve in school.

#### Needs:

- School needs to share information from PTA meetings, School Leadership meetings, school based parent workshops through websites, School Messenger, backpack letters and the school calendar.
- Links to parent websites regarding the CCLS should also be posted on the school's website.

**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, all families will be invited to participate in monthly family activities on curriculum content and expectations for all students meeting NYSED CCLS standards in all subject areas as measured by parent surveys, agendas and sign-in sheets from all workshops and activities.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Family workshops are scheduled a minimum of thirty times during 2014-2015 school year to be facilitated by the Fordham University staff developers, teachers, parent coordinator and administrators that will engage parents as guardians in activities that help them understand the new academic standards and testing program.</p> <p>Information about community based parent information meetings and conferences based on the Common Core standards will be disseminated to the family community.</p> <p>Participating families share this information in PTA meetings, at School Leadership meetings or in school based family workshops.</p> <p>Links to family websites regarding the common core learning standards will be posted on the school’s website.</p> <p>Families are invited to monthly presentations by each grade that focuses on a curricular theme. They will also visit classrooms to observe end of unit culminating student presentations.</p> <p>Our school social worker will facilitate on-site 3 - 5 workshops every other month to focus on parenting issues like translations, students with special needs, middle school articulation and school discipline.</p>	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>Administration, Fordham University Consultants, Parent Coordinator, Guest speakers, School Social Worker</p>
<p>Weeksville Website is translatable through 20 languages-Workshops to alert our families to this. (Global Connection)</p>	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>Administration, Fordham University Consultants, Parent Coordinator, Guest speakers, School Social Worker</p>

**Part 4 – Resources Needed**

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

We align the budget to support professional development, in the form of coaches and consultants to support teacher and student development.

Parent Workshops from 9am -12 pm for 30 Tuesdays

Teacher Created Materials – workbooks and materials for parent

**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title 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.

P/F Parent Involvement

**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.

Parent Workshops will be monitored through:

- Attendance sheets form workshops-Weekly
- School performances will indicate which performances are highlighted for parent attendance
- Translated parent notices will be held in main office by month
- Tuesday Attendance: Teacher Meet the Family-Weekly

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction</p>	<p><b>New York Strategy-Specific Reading Kit-</b> This gives students the extra instruction and practice they need to master important skills.</p> <p>Easy for teachers to use with a built-in pacing chart and lesson plans</p> <p>Quick diagnosis followed by targeted and scaffold instruction</p> <p>Built-in assessment tracks progress and skill mastery</p> <p>Test simulation experience boosts student confidence</p> <p><b>I-Ready Diagnostic and Instruction-</b> precisely pinpoint student needs and accelerate learning with a powerful online program customized for every student. The all-new I-Ready Diagnostic &amp; Instruction is an effective combination of adaptive diagnostic assessment, engaging differentiated instruction, and instant reporting.</p> <p><b>Wilson Reading Program-</b> This is an intervention tool for teaching decoding encoding and fluency. Special education teachers provide 45 minute lessons,</p>	Small Group	During the School Day



	Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction			
<b>Social Studies</b>	Teacher made class assessments.	To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies AIS program will be on authentic research via analysis of primary and secondary source documents as well as trade books. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel.	Small Group	
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction	Services are provided by the social worker and the school psychologist to students deemed at risk. Services are delivered primarily in a one to one setting during the regular school day. The at-risk counseling program includes services to assist students, teachers and parents. The goal of the program is increased levels of self-esteem, self-confidence and self-motivation	Small Group, One-to-one	

## 16K243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	265	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.8%	% Attendance Rate		90.2%
% Free Lunch	96.9%	% Reduced Lunch		0.7%
% Limited English Proficient	3.2%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		71.3%
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
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)	0.3%	Average Teacher Absences (2013-14)		10.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.0%	Mathematics Performance at levels 3 & 4		18.8%
Science Performance at levels 3 & 4 (4th Grade)	79.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 16K243 School Information Sheet Key

School Configuration (2014-15)				
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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
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# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.8%	% Attendance Rate		90.2%
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% Limited English Proficient	3.2%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		71.3%
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
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% 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)	0.3%	Average Teacher Absences (2013-14)		10.04
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ELA Performance at levels 3 & 4	13.0%	Mathematics Performance at levels 3 & 4		18.8%
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Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>97% of the teaching faculty at the Weeksville School is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology.</b></p> <p><b>Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in the Weeksville School are supported and provided with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have sessions this year devoted toward further implementing the ELA CCSS via teachers on grade level designing units of study.</b></p>

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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p><b>The Administration, Lead teachers, Fordham University Consultants and CFN 406 Support Staff will contribute toward this high quality professional development. During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the network. Staff members will attend conferences, workshops and training sessions at the CFN. PD sessions occur every Monday and are led by mostly teachers.</b></p> <p><b>In addition to professional development sessions, we hold grade level conferences monthly to discuss and implement instructional strategies that meet each grade's specific goal. Collaborative Inquiry Team meetings are held monthly. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for the following September in all curriculum areas. This provides our teachers time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year.</b></p> <p><b>These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. It will always be a goal of the Weeksville School to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will help us attain our goal.</b></p>

### **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.).

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.

Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions.

#### **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.

- Once data are collected, we engage in a comprehensive analysis of student learning outcomes focusing on the needs of all student groups.
- Teachers meet within their grades to analyze the assessments to get a better understanding of what needs to be taught. Classroom teachers, administrators, staff developers, the math coach, the AIS teacher, and classroom teachers meet on an ongoing basis to identify trends and make instructional and organizational decisions based on data. During common preps, teachers, along with the ESL and AIS teachers, meet to review test results, highlight individual student strengths, weaknesses and progress, and identify group trends.
- Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction. Study groups and professional development are also used to inform and train teachers on how to use various tools to analyze and interpret data, i.e. School Net, I-Ready, Fountas & Pinnell. In-house training, workshops, and professional development are provided by school staff and outside vendors.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$241, 414	X	
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$61, 113		X
Title II, Part A	Federal	\$169, 788	X	
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$1, 416, 367	X	

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

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

## Section 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.

---

### Weeksville School Parent Involvement Policy (PIP)

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 Weeksville School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in 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 <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>243</b>
School Name <b>The Weeksville School</b>		

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

Principal <b>Karen Hambright-Glover</b>	Assistant Principal <b>Dolores Joseph-Pauline</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Rose Fariello</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Ivy Rollins/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Bonnie Landis/Math</b>	Parent Coordinator <b>Norvena Anderson-Logan</b>
Related Service Provider <b>Maryann Marrone</b>	Other <b>Deborah Alexander</b>
Network Leader(Only if working with the LAP team) <b>Karen Ames</b>	Other <b>Diane Lawrence</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>299</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>2.01%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out		8	4	0	8	8								28
Push-In		2	0	0	2	2								6
<b>Total</b>	0	10	4	0	10	10	0	0	0	0	0	0	0	34

## B. ELL Years of Service and Programs

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

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

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

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

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
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									0
4	2								2
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				2
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.  
 1. DIBELS provides accurate timely benchmarks and progress monitoring information to ensure students receive targeted instructional support. DIBELS are used to assess early literacy skills. In reviewing the data we see that 50% of ELL students score at benchmark. Rose Fariello, the ESL Teacher reports this to the classroom teacher to help facilitate instruction. ECLAS-2 is a research based

assessment that measures each student's literacy progress throughout the year. Data shows that 60% of our ELLs score at benchmark. The ESL Teacher reports this information to classroom teachers to develop plans for instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. The data shows that 65% of students taking the LAB-R last year tested proficient. The data patterns for Kindergarten reveal that 1/1 (100%) students score Proficient in Speaking and Listening and 1 (100%) scored on an Intermediate Level in Reading and Writing. In the First Grade 2/4 (50 %) scored on a Proficient Level in Listening and Speaking, 1/4 25% on an advanced level, and 1/4 25% on a beginner level. In Reading and Writing, First Grade Level, 2/4(50%) scored on a Beginner Level, 1/4 (25%) scored on an Intermediate Level, and 1/4 (25%) scored on an Advanced Level. In the Second Grade in Listening and Speaking 3/3 (100%) scored on a n Proficient Level. In Second Grade Reading and Writing 2/3 (67%) scored on an Advanced Level, and 1/3 (33%)scored on an Intermediate Level. In the Third Grade in Listening and Speaking 1/1 (100%) scored on an Proficient Level and 1/1 (100%) scored on the Intermediate Level in Reading and Writing. In the Fourth Grade 1/2 (50%) scored Proficient in Listening and Speaking and 1/2 scored an Advanced Level. In Fourth Grade Reading and Writing 1/2 (50%) scored on a Beginner Level and 1/2 (50%) on an Advanced Level . In the Fifth Grade in Listening and Speaking 2/2 (100%) scored on a Proficient Level. In the Fifth Grade in Reading and Writing 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on a Intermediate Level. The scores of the students who took the LAB-R and the NYSESLAT exams increased in the modalities of Speaking and Listening. In reviewing the data we see that students score higher in Speaking and Listening, and lower in Reading and Writing. This information is used to plan instruction with an emphasis on Reading and Writing.
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](#))
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?
    - 4.a We do not have Transitional Bilingual Programs or Dual Language Program because the numbers don't permit it. Therefore we do not test students in their native language. NYSESLAT student results show that 1/1 (100%) of Kindergarten students are weaker in Reading. Therefore more emphasis is put on Reading in Instructional Planning. In the First Grade 1/1 (100%) Score lower in Reading. Therefore School Leadership and teachers place more emphasis on Reading and Writing in instructional planning. In the Second Grade 1/1 (100%) scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in instructional planning. In the Third Grade 2/2 100% scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in Third Grade instructional planning. In the Fourth Grade 2/2 (100%) scored lower in Reading. Therefore an emphasis is put on Reading for the Fourth Grade. In the Fifth Grade 2/2 (100%) scored lower in Writing. Therefore an emphasis is put on Writing in Fifth Grade. From the NYC Periodic Assessments the school is targeting grade specific instruction in reading, writing and math strategies for mastering the Common Core State Standards.
    4. b The school leadership uses mCLASS: Reading 3D for Grades K-2. We use CCLS-Aligned ELA Benchmark Assessments in the Fall and Spring for Grades 3-5. We use Fountas-Pinnell in Grades K-2. Students are assessed 3 times a year and Progress Monitoring is done every 2 weeks and running records are kept. We use Dibels for K-2. Students are assessed in this 3 times a year and running records are kept. We use Iready for Grades 3-5. We do Progress Monitoring monthly and keep running records. We use ReadyGEN for Grades 3-5. We do monthly conferences and evaluate a piece of writing monthly. We use Gheens Academy for Grades 3-5. Students are assessed 3 times a year and running records are kept. We have Wilson Intervention Program for Grades 1-5. Students are assessed 3 times a year and Progress Monitoring is done monthly. We use Strategy Specific Reading Intervention Program for Grades 3-5. We do pre and post assessments, Progress Monitoring monthly and running records. Sight Word Intervention is done with Grades K-2. We do pre and post assessments, Progress Monitoring monthly and running records. The ESL Teacher does Sight Word Testing with Grades K-5 monthly. We have Sight words and Comprehension After School Program for Grades 1-2. We do Progress Monitoring monthly and running records.
    4. c From the Periodic Assessments we get a picture of each ELLs progress. We see their strengths and weaknesses. We see the areas where they need the most help and the areas where they excel. We see the modalities, Speaking, Listening, Reading and Writing that they need the most help in and the ones they are advanced in. We use this to plan instruction best suited to the individual student. We plan to meet their needs in their deficiencies and support them in the areas where they excel. We do not use native language assessments because we do not have Transitional Bilingual Programs or Dual Language Programs because the numbers do not permit it. We sometimes use Native Languages in the classroom. We have a bilingual library. Sometimes we have students read in their language to promote multicultural pride and to assess students abilities to read in their native language.

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](#).)
  5. ELLs are provided with strong Core Instruction in a rigorous and evidence based curriculum, including English Language development for ELLs. ELLs are given extra attention through Intervention and activities targeted to specific students, in addition to core instruction. Intensive and Individualized small group instruction is provided for those in need. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. We look at the pretest and use the information in planning instruction around student data. We use the Strategy Specific Reading Intervention Program for Grades 3-5. For Grades K-2 we use Sight Word Intervention. There are no native language arts at this school and no Bilingual Program (TBE) or Dual Language Program because the numbers do not permit it.
6. How do you make sure that a child's second language development is considered in instructional decisions?
  6. Classroom teachers meet with the ESL teacher to plan curriculum for ELLs. ELLs are provided with strong Core Instruction in a rigorous and evidence based curriculum, including English Language development for ELLs. ELLs are given extra attention through Intervention and activities targeted to specific students, in addition to core instruction. Intensive and Individualized small group instruction is provided for those in need. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. ELLs are given small group instruction and extra attention. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.
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?

7. We have no Dual Language Programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
  8. We evaluate the success of ELL Programs by looking at student progress in meeting AYP, by improvement in the NYSESLAT, and improvement in ELA, Math and Science Assessments. The program is evaluated by a 5 point increase in NYSESLAT scores across the modalities. For 60 % of ELL students in the testing grades (grades 3-5) will move to the next level on NYS ELA. 75% of ELL Students will increase one level on the NYS Math Assessments. 75% of ELL Students will increase by one level in the NYS Science Assessment.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. The Home Language Survey (HLIS) is administered to all entrants. Interviews of parents and students are conducted by the ESL Teacher, Rose Fariello, fully certified in ESL. The school secretary, a native Spanish speaker assists with translations during the identification process. All students are tested within 10 days of admission and placed in an ESL class, until parent selection process is completed. The ESL Teacher reviews the HLIS, and makes the formal initial assessment and administers the Language Assessment Battery-R (LAB-R), where necessary. The HLIS is placed in the student's cumulative folder and remains a part of his permanent record. Spanish lab is administered to Spanish Speaking ELLs. ELLs are annually evaluated in the Spring using the New York

State English as a Second Language Achievement Test (NYSESLAT). Parents/guardians are notified in advance of test dates. Students are grouped according to testing accommodations needed in reading, writing, speaking and listening.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
2. Students are tested and placed in an age appropriate ESL class within 10 days of registration. Letters are sent out and phone calls made by the ESL Teacher, Rose Fariello, fully certified, inviting parents/guardians to a Parent Orientation Meeting in September. At the meeting materials are available in English and the native language. A film is shown in English and the Native Language explaining the three programs available, Transitional Bilingual, ESL, and Dual Language. A Spanish speaking translator is available to answer questions. Over the phone translations are available for other languages. The ESL Teacher ensures that meetings are rescheduled for parents/guardians who could not make the meeting, so all parents/guardians attend the orientation meeting and understand all program choices. All materials are available in the nine DOE recognized native languages and English to ensure parents/guardians understand their choices. Parents/guardians sign sign-up sheets and Program Selection Forms, which are kept on file. Parents/guardians that chose programs other than ESL are informed that if we get 15 students in two adjacent grades we would create a class. They are also informed that they have a right to a transfer and are aided in obtaining one if they desire it.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
3. The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. Forms are placed in the students cumulative file. A log is kept of contacts made with Parents/guardians. Parents are invited to a Parent Orientation Meeting to discuss parent options and fill out Parent Survey Forms. Meetings are scheduled at parent's convenience.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
4. Students are placed into programs based on Parent's choice. Placement letters are mailed out in September. ESL is available at the school. Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed. Transfers are offered to parents who request this program. All information is available in the native language and English. Spanish language translators are available to explain choices to parents. Parent Selection forms and HLIS forms are kept in students file and in the ESL records.
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.  
5. The RLER Report is used to determine NYSESLAT eligibility. All sections of the NYSESLAT are administered to all eligible ELLs. If someone is absent make-ups are scheduled. The NYSESLAT is administered in the following order: Speaking, Listening, Reading and Writing.
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.   
6. In the past few years 50% of parents chose Transitional Bilingual Program (TBE) and 50% chose English as a Second Language Program (ESL). This year we had two newcomers, their parents chose ESL. Transfers are offered to parents who chose Transitional Bilingual Program (TBE). Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed to accommodate parents wishes. Transfers are offered to parents who request these Programs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1. In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, PS 243 provides a combination of push in and pull out English as a Second Language services. B. The ESL Program serves 7 students from grades K–5. Five students are Spanish Speakers, 2 speak Bengali. The ESL instruction is provided through push – in and pull – out programs. Students are grouped according to their grade and level of language proficiency. Proficiency levels are divided into two ungraded pull out groups, one with Beginning and Intermediate students, and one with Advanced and Transitional students. Push-In groups are grouped in heterogeneous proficiency levels.
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)?
    2. The ESL teacher provides services to all eligible students in two homogeneous proficiency level pull-out groups. Weekly 360 minutes of ESL are provided to all students in the Beginning and Intermediate Levels of ESL and 180 minutes of ESL and 180 minutes of ELA for Advanced Levels. There are no bilingual classes or Dual Language classes at this school and therefore no Native Language Arts (NLA). An ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, ESL teachers plan carefully with general education teachers to ensure curricular alignment. Transitional students get 90 minutes per week for two years after they pass the NYSESLAT.
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.
  3. We only have ESL at this school. The content areas are taught in the regular classroom and supported in the ESL Program. The ESL Program serves as a focal point of reinforcement of ELL students' concepts of cross-cultural understanding. Providing the opportunity to the ELL student to acquire English proficiency and academic cognitive and cultural knowledge through ESL methodologies to make instruction more comprehensible to the ELL student. 100% of instruction is in English. Occasionally Spanish words are used to aid comprehension and encourage multicultural pride. The ESL teacher uses various techniques and approaches

incorporating them into a balanced literacy approach using the workshop model (i.e. Whole Language Approach, Total Physical Response, Cooperative Learning, Cognitive Academic Language Learning Approach, and Phonics). The ESL teacher keeps a strong articulation with the classroom teacher to ensure the academic progress of the ELL participants. The ESL teacher meets weekly with classroom teachers and Articulation Forms are filled out monthly indicating curriculum, topics and skills being covered that month. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) manipulatives, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language. Reading and Writing Workshop Models are used with Scaffolds to support understanding for second language learners.

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

4. We do not evaluate ELLs in their native language throughout the year because we do not have Bilingual or Dual Language classes. Students are evaluated with the Spanish Lab when they first enter the system.

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

5. ELLs are given lessons and assessments in all four modalities, Speaking, Listening, Reading and Writing. We use Fountas-Pinell in Grades K-2 for Reading, Speaking, Listening and Writing. Students are assessed 3 times a year and Progress Monitoring is done every 2 weeks and running records. We use Dibels for K-2 for Reading, Speaking and Listening and Writing. Students are assessed in this 3 times a year and running records. We use Iready for Grades 3-5 for Speaking, Listening, Reading and Writing. We do Progress Monitoring monthly and do running records. We use ReadyGEN for Grades 3-5 for Speaking, Listening, Reading and Writing. We do monthly conferences, and evaluate a writing piece monthly. We use Gheens Academy for Grades 3-5 for Speaking, Listening, Reading and Writing. Students are assessed 3 times a year and we do running records. We have Wilson Intervention Program for Grades 1-5 for Speaking, Listening, Reading and Writing. Students are assessed 3 times a year and Progress Monitoring is done monthly. We use Strategy Specific Reading Intervention Program for Grades 3-5 for Speaking, Listening, Reading and Writing. We do pre and post assessments, Progress Monitoring monthly and running records. Sight Word Intervention is done with Grades K-2 for Speaking, Listening, Reading and Writing. We do a pre and post assessment, Progress Monitoring monthly, and running records. The ESL Teacher does Sight Word Testing with Grades K-5 monthly for Speaking, Listening and Reading. We do Progress Monitoring monthly and running records. We have Sight Words and Comprehension After School Program for Grades 1-2. We do Progress Monitoring monthly and running records.

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).

6. a SIFE-We differentiate instruction for SIFE students by giving them a double period of ESL daily and small group instruction. We use the Moving Into English Program for grades K-3. We use Santillana Intensive English grades K-5. Groups are differentiated. Sometimes grouped homogeneously, sometimes heterogeneously sometimes random grouping and sometimes by student choice. Visuals, graphic organizers, manipulatives, Total Physical Response and scaffolds are used to aid comprehension.

6. b NEWCOMERS- We use the Moving Into English Program, grades K-3, Strategy Specific Reading Intervention Program, ESL-Scott Foresman Program., Phonics and Friends Program, Sight Word Sentence Builder. Groups are differentiated. Sometimes grouped heterogeneously, sometimes homogeneously sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers Total Physical Response and scaffolds are used to aid comprehension.

6. c ELLs receiving services 4-6 years- We use Into English, Hampton Brown, Moving Into English K-3, Verb Conjugator Computer program, Leap Into Language 3 Grades 2-5, for Math, Science, Social Studies and Language. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.

6.d LONGTERM ELLs- We use Moving Into English K-3, Into English Program Hampton Brown, Great Leaps Reading, Verb Conjugator Program. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously, sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.

6. e Former ELLs- We give them two periods of ESL a week to support them in their classwork. Former Ells get test accomodations for two years after they test proficient. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously, sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are

used to aid comprehension.

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?
7. ELL-SWD- We have Moving Into English Program Grades K-3, Phonics and Friends Program Grades K-3, Sight Word Sentence Builder Leap Into Language 1, K-2, Simple Sentence Structure Program grades 3-5, Apple Education Series Writing and Publishing tools, Grades 3-5, ESI Scott Foresman Grades 3-5. Emphasis is put on vocabulary development, extra time is given to practice applying vocabulary. Extra time is given to simultaneously process the language and the content. Visual displays, illustrations, and kinesthetic activities are used. Paired oral rehearsal of academic language is used.
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?
8. The ESL Teacher works closely with the Special Education Teacher to plan curriculum to support ELL-SWDs to achieve their IEP goals and attain English proficiency. Scheduling is flexible and push-in is used to support students in their appropriate environment.

**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:		0	
Social Studies:	0	0	
Math:	0	0	
Science:	0	0	

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

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

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

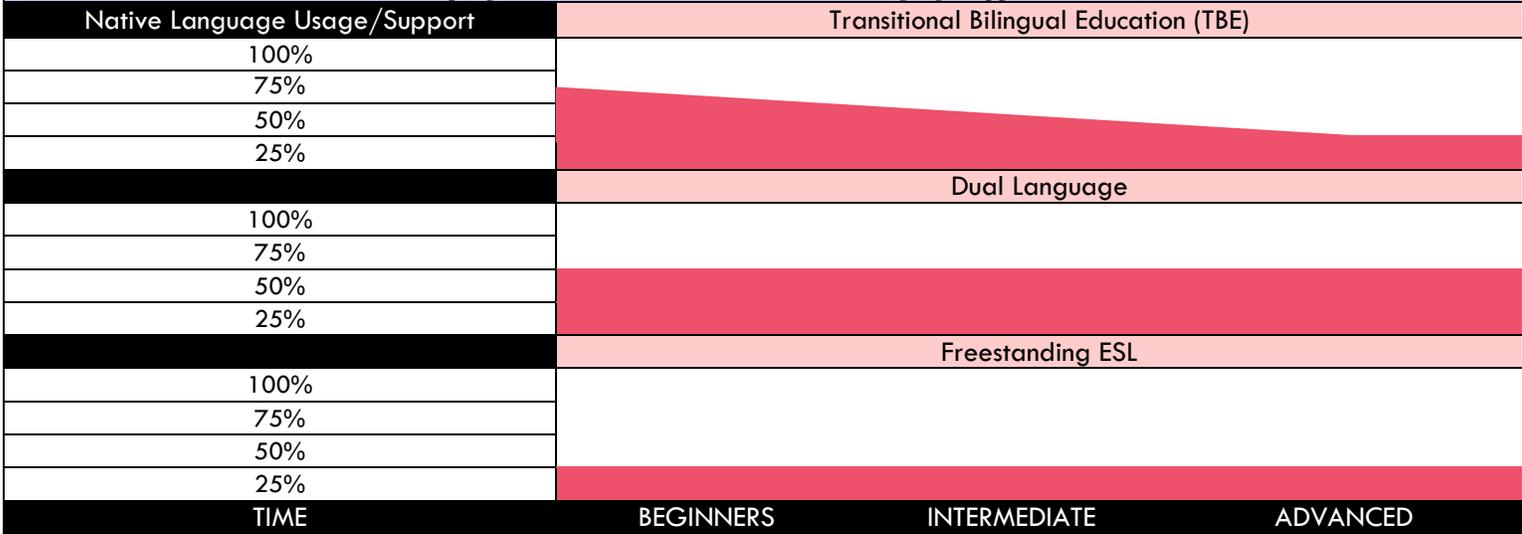
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
9. We have Kaplan ELA available for intervention for the ELA. We have Kaplan Math, Leap Into Language Program 1 for grades K-2, Leap Into Language 3 grades 2-5 for Math, Science, Social Studies and language. Bilingual Libraries are available for students. All services are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
10. The program's effectiveness is evaluated by a 5 point increase in NYSESLAT scores across the modalities. For 60 % ELL students in the testing grades (grades 3-5) will move to the next level on NYS ELA. 75% of ELL Students will increase one level on the NYS Math Assessments. 75% of ELL Students will increase by one level in the NYS Science Assessment.
11. What new programs or improvements will be considered for the upcoming school year?  
11. Some new programs planned for upcoming year are new ESL Computer Programs and new libraries for ESL. We are planning on getting more bilingual dictionaries, picture dictionaries and bilingual books and phonics programs. The ReadyGEN Program for Speaking, Listening, Reading and Writing, Iready software for the computer and the Go Math Program.
12. What programs/services for ELLs will be discontinued and why?  
12. No programs or services are planned to be discontinued for the upcoming year. We have Kaplan ELA available for intervention for the ELA. We have Kaplan Math, Leap Into Language Program 1 for grades K-2, Leap Into Language 3 grades 2-5 for Math, Science, Social Studies and language. Bilingual Libraries are available for students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
13. ELLs have equal access to all available programs. Thirty percent (30%) of the ELL student population are in Special Education settings, i.e. self-contained or integrated co-teaching classes. Seventy percent (70%) are in General Education. We have intervention programs to help SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency on the NYSESLAT. We have a double ESL period everyday, for all of the above, small group instruction, Extended Day, After School Programs, Balanced Literacy Program for grades K to 5. I- Zone digital learning Program for grades four and five, Voyager Reading Program, Great Leaps Math Program, Wilson Reading Program, Resource Room, Kaplan ELA, Kaplan Math, extended day and after school programs. For students reaching proficiency in the NYSESLAT in addition to the above, we also have two periods of ESL a week available. We also have testing accommodations for students reaching proficiency in the NYSESLAT for two years after they pass the NYSESLAT. They get time and a half for the test and separate locations.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
14. Instructional materials to support ELLs- We use Moving Into English Program, Into English Program, Santillana Intensive English Program. For content areas we have Reading First, Voyager Reading Program, Great Leaps Reading, Time To Know Writing Program, Wilson Foundations, Wilson Reading Program, Kaplan ELA, Kaplan Math.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
15. In ESL all instruction is 100% in English with native language supports. We do not have a Transitional Bilingual Program (TBE) or a Dual Language Program at this school because the numbers do not permit this. We have Bilingual Libraries, bilingual dictionaries and glossaries available to support ELLs in their native language. We use the buddy system so that students support each other in their native language. We use web based activities, such as The International Children's Digital Library and Colorin Colorado for native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
16. Support Services and resources are available to all ELLs' age and grade levels. For Grades K-2 we have Sight Word Intervention and Sight Words and Comprehension After School Program. For Grades 3-5 we have Strategy Specific Reading Intervention Program. We have the ReadyGEN Program for Grades K-5. It has scaffolding handbooks to aid ELLs comprehension. The ESL Teacher meets with classroom teachers to plan instruction and to make sure curriculum is aligned to ELL's ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

17. We do not have a program to assist newly enrolled students at the beginning of the year because the numbers don't require it. We had 2 newly admitted entitled students this year.

18. What language electives are offered to ELLs?

18. There are no language electives available to ELLs.

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)?

19. We do not have a Dual Language Program because the numbers do not permit this.

### 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.

1. We have ongoing Professional Development monthly. Included in the Professional Development are: the Assistant Principal, all Teachers, Special Education Teachers, ESL Teachers, Guidance Counselors, Psychologists, and Related Service providers. Workshops are provided covering all content areas, the first Monday of October, November, December, January, February, March, April and May.

2. The following workshops were taken by teachers on ESL Staff: Meeting CCLS for ELLs, Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas, Incorporation of ESL Strategies into classroom/content area instruction, NYSESLAT training and scoring, Differentiated Instruction for ELLs. The ESL Teacher meets with teachers and coaches for collaborative planning. Certificates are given for workshops attended and kept in teachers file.

3. Parent Coordinators and Teachers are available to assist ELLs transitioning from elementary to middle school. They attend the same workshops listed above.

4. The following workshops were taken by teachers on ESL Staff: Meeting CCLS for ELLs, Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas, Incorporation of ESL Strategies into the classroom/content area instruction, NYSESLAT training and scoring, Differentiated Instruction for ELLs. The ESL Teacher meets with teachers for collaborative planning. Certificates are given for workshops attended and kept in teachers file.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Overall Parent involvement is developing. Parent Orientation sessions are provided to inform ELL parents of the general requirements of the program for Bilingual Education, and or Freestanding ESL, and the various language programs available, State Standards, assessments and school expectations. In addition, parents were informed about the procedures for the placement of their children. A Parent Orientation Meeting is scheduled annually for the beginning of October. Meetings are rescheduled for all that cannot attend to ensure that every parent can attend. Parents learn about the language programs available, and how to help their children with their homework. Translators are available for Spanish Speakers. Over the phone translations are available for other languages.
  2. The school does not partner with other agencies.
  3. Every parent fills out a Home Language Survey indicating the language their child speaks. The child is administered the LAB-R to identify Program needs. Parents are sent Parent Selection Forms, and attend Orientation Meetings, where they learn about language programs available and select an appropriate program for their child. Translators are available in Spanish, over the phone translation is available in other languages. The Parent Coordinator helps distribute the Parent Survey forms and helps to contact parents.
  4. We have two orientation meetings annually and two Open School nights a year and the Weeksville School.org, where parents can e mail me about their concerns. Parents learn about language Programs available and participate in activities to learn to help their children with homework.

## 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: <u>The Weeksville School</u>		School DBN: <u>16k243</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karan Hambright-Glover	Principal		11/14/13
Dolores Joseph-Pauline	Assistant Principal		11/14/13
Ms. Logan	Parent Coordinator		11/14/13
Rose Fariello	ESL Teacher		11/14/13
	Parent		
Bonnie Landis/Math	Teacher/Subject Area		11/14/13
Ivy Rollins/ELA	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
	Guidance Counselor		
Karen Ames	Network Leader		
	Other _____		
	Other _____		
	Other _____		

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

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

DBN: **16K243** School Name: **P.S. 243K-THE WEEKSVILLE SCHOOL**

Cluster: **4** Network: **406**

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

**Part A: Needs Assessment Findings**

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

4There are so many LEP/ELLs in the NYC public school system, therefore, it is very important to be able to communicate with, and inform, their parents of all matters that concern their children's education. Pursuant to Chancellor's Regulation A 663 the school will identify the primary language needs of the parent population via a survey. During the first month of the school year, the general education teacher of an ELL gets to know and surveys the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional clues about the needs of the parents. A staff member that lives in the community has knowledge of its workings, too.

After all the data has been collected, within 30 days of enrollment, the Principal and a School Committee assess the language needs and devise a plan of action to help the parents. Records of the findings are kept on file on student record cards and ats. The results of the data show that 6% of our parents speak Spanish, 0.30% speak Bengali, 0.15% speak Chinese, and 0.15% speak Arabic. They require written and oral interpretation. The results are reported at PTA Meetings. Resources are used from the Translation and Interpretation Unit, and signs are displayed in 8 Languages.

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.

The major findings are that 6% of our parent population require written translation and oral interpretation in Spanish. 0.66% of our parent population require written translation and oral interpretation in Bengali. Through the school's strategies and varied activities, the plan of action will attempt to strengthen the ties between school and home. Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Bengali. This includes the principal, teachers, paras, school-based support team, guidance counselor, parent coordinator, school secretaries, security guards, school nurse, school aides, crossing-guard, and lunchroom and custodial staff. Community workers of neighborhood organizations can also be very helpful to a school. Recruiting of parent volunteers is an essential component in the plan of action. Even an adult relative can assist because he has been living in America longer than the rest of his family.

## **Part B: Strategies and Activities**

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

Written translation services will be provided via the Department of Education's translation services. All documents in need of translation will be emailed to this division in Word format. Translation services generally take about 3 days for turn around. An accurate record of families requiring translated documents will be kept so that all letters/documents sent home will be sent in the appropriate language on the same day (to the extent possible) as the English version. Report cards will continue to be sent home with translations as needed. Parent Association communications are also sent with Spanish translations.

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.

From all these people, oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, schoolwide events and telephone calling. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school can purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, schools will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school. Translated signs will be posted to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services. The school provides translated versions in the required languages of The Bill of Parents Rights and Responsibilities.