



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

23K284

School Name:

P.S./I.S. 284 THE LEW WALLACE SCHOOL

Principal:

KEVA PITTS

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S./I.S. 284 The Lew Wallace School School Number (DBN): 23K284
School Level: Pre K - 8 Grades Served: Pre K – 8
School Address: 213 Osborn Street
Phone Number: (718) 495-7791 Fax: (718) 495-7839
School Contact Person: Keva Pitts Email Address: kpitts2@schools.nyc.gov
Principal: Keva Pitts
UFT Chapter Leader: Dawn McDonald
Parents' Association President: Jacqueline Richey
School Leadership Team
Chairperson: Tessil Hobson
Xavier Montalvo
Student Representative(s): Destiny Baxter

District Information

District: 23 Superintendent: Mauriciere de Govia
Superintendent's Office Address: 1665 St. Marks
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718-240-3677 Fax: _____

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Keva Pitts	*Principal or Designee	
Dawn McDonald	*UFT Chapter Leader or Designee	
Jacqueline Richey	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tessil Hobson	Member/ Chairperson	
Celia Caesar-Barrow	Member/ UFT	
LaShauna Warren	Member/ UFT	
Michelle Morman	Member/ Parent	
Shaneaqua Munlin	Member/ UFT	
Joseph Legree	Member/ Parent	
Rhonda White	Member/ Parent	
Shanell Curtis	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Our mission here at P.S./I.S. 284 is to continue our tradition of a family-centered environment that supports a solid academic foundation, social and cultural sophistication and prepares our students for the colleges and careers of the 21st century.

P.S./I.S. 284 The Lew Wallace School is a Pre K- 8th grade school located in the heart of Brownsville, Brooklyn. Based on the 2013-2014 data, our school is comprised of 66% Black, 32% Hispanic, 1% White students. The student body includes 28% Students with IEPs, 13% Students with IEPs (less than 20% time with non-disabled peers), and 12% English Language Learners.

Our school has structures in place for a positive learning environment, inclusive culture, and student success. Our teachers are supported and are evaluated through the use of the Danielson Framework. All of the teachers receive timely, actionable feedback from the administrators. Teacher teams meet regularly to look at student work, share best practices, and refine the curriculum based on data collected and analyzed in an effort to improve teacher practice in all classrooms. Teachers participate in classroom intervisitations and differentiated professional development to observe best practices that will assist them in improving their classroom instruction so the students are able to achieve more academic success.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

23K284 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	569	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	3	# Drama
# Foreign Language	10	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	95.8%	% Attendance Rate		88.0%
% Free Lunch	96.6%	% Reduced Lunch		1.9%
% Limited English Proficient	12.1%	% Students with Disabilities		27.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		67.1%
% Hispanic or Latino	31.3%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.44	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.26
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.0%	Mathematics Performance at levels 3 & 4		9.8%
Science Performance at levels 3 & 4 (4th Grade)	50.0%	Science Performance at levels 3 & 4 (8th Grade)		13.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
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

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.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

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

Strengths
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.

Needs
For SOP 3.2, in order for us to move to an Effective rating, we have implemented a systematic plan in which the teacher and students create short and long term goals targeted for all students. Professional learning takes place on a weekly and monthly basis to ensure that teachers are implementing strategies and skills that promote rigorous instruction and higher order critical thinking.
For SOP 3.3, in order for us to move to an Effective rating, we have a curriculum mapping team that creates and refines the CCLS aligned curriculum to ensure that it encompasses the necessary skills that are needed for all students to progress through the units of study and the lessons that the teachers implement in the classrooms.
For SOP 3.4, in order for us to move to an Effective rating, we must ensure that all teachers across all grades as well as all content areas collaborate and plan rigorous instruction and interdisciplinary curricula, supporting CCLS Instructional Shifts and content standards.

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, 85% of classroom teachers will facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS across all grades and content areas, as measured by teacher observation data in Domain 3 (3b, 3c, and 3d), as recorded in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Our research based instructional programs will continue to be implemented in our classrooms along with more specific integration of Bloom’s Taxonomy, DOK questioning techniques, and Karen Hess’ Cognitive Rigor Matrix. We will ensure that our teachers are provided with targeted professional learning as needed on a weekly and monthly basis for continued success and to improve student learning outcomes. • A curriculum mapping team has been established and will be encouraged to further refine the existing curriculum map in order to meet the needs of our students and to ensure that instruction is differentiated and rigorously aligned to CCLS and content area standards. • Teachers will receive continuous training on higher order questioning techniques that promote critical thinking among students. School leaders will encourage and monitor higher order questioning techniques through frequent classroom walkthroughs, checking for implementation of strategies and providing timely feedback to teachers (Domain 3). 	<p>All teachers All Students</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>Administration</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.</p> <ul style="list-style-type: none"> • Teachers will meet on a weekly basis to adapt the curriculum to meet the needs of various student subgroups including SWDs and ELLs. This will be accomplished through the inclusion of multiple entry points, modified assessments, and 	<p>All teachers Student subgroups</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>Administration SETTS provider AIS team</p>

<p>tiered grouping activities.</p> <ul style="list-style-type: none"> Teacher teams across all grades will be scheduled to meet with the ESL teacher, SETTS provider, and the AIS Team to collaboratively plan and monitor progress towards student outcomes through the use of data. 			
<p>Strategies to increase parent involvement and engagement.</p> <ul style="list-style-type: none"> The school will use multiple mediums to inform parents of curriculum pacing and objectives. We will send home periodic curriculum parent letters and monthly calendars, offer parent curriculum workshops, invite parents to observe classroom instruction and utilize the Pupil Path website to keep parents well informed about student progress. 	<p>All teachers All students Families</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>Parent coordinator Administrators</p>
<p>Activities that address the Capacity Framework element of Trust.</p> <ul style="list-style-type: none"> We will put systems in place that will foster an atmosphere of trust throughout the school community. In order to enhance trust between teachers and school leaders, administrators will provide timely feedback and work collaboratively with teachers to develop targeted next steps. In order to enhance trust between teachers, weekly schedules will include collaborative planning and classroom intervisitations. In order to enhance trust between teachers and students, teachers will conduct ongoing conferencing and collaborative goal setting with the students. To maintain the trust between the school and families, parents will be invited into the school to observe classroom instruction. 	<p>All teachers All students</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>Administrators All teachers School scheduler</p>

Part 4 – Resources Needed

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

Instructional resources needed to implement the above action plan include Ready Gen, Go Math, Ready, Prentice Hall, Pearson Success Net, iReady, Waterford, MyOn, and Glencoe NY Science.

Human resources include the AIS team, ESL teacher, SETTS provider, curriculum mapping team, parent coordinator, Administrative team, and school scheduler.

Per session/ Per diem funds are also needed to ensure that teachers have adequate and up-to-date training in the above instructional programs and supports.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	---	------------------	---	----------------------	--	---------------

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.

By February 2015, 55% of classroom teachers will facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS across all grades and content areas, as measured by teacher observation data in Domain 3 (3b, 3c, and 3d), as recorded in Advance.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
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:

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

Strengths
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 learning outcomes.

Needs
For SOP 5.2, in order for us to move to an Effective rating, the school based support team will work with each student to designate a “trust mentor” that the student can confer with in regards to their academic, social, and emotional needs. The SBST will provide workshops for each teacher to familiarize them with the ladders of disciplinary, academic and needs based referral so that students that require additional support will be referred to the appropriate program.

For SOP 5.3, in order for us to move to an Effective rating, we will incorporate PBIS, a program which is aligned to the school’s vision. Staff members will receive professional learning to support the adoption, implementation and continuance of this program to ensure the student’s social and emotional needs are consistently addressed.

For SOP 5.5, in order for us to move to an Effective rating, we will conduct surveys with the students to identify their social and developmental needs in an effort to determine what additional support is required to promote academic and social success. School teams and leadership will use a variety of data sources including survey results, OORS reports and Attendance figures to formulate and execute plans that deliver services and supports to students.

Part 2 – Annual Goal

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

By June 2015, the school will implement a PBIS and Trust Mentorship plan for all students, and provide them with appropriate social and emotional support and information as measured by student attendance/participation in 3-5 assemblies targeting PBIS and social emotional issues in the 2014-2015 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • We will adopt PBIS (Positive Behavior Interventions & Supports) throughout the school. Students will be introduced to the school-wide system through a series of assemblies provided by the PBIS Team. The PBIS Team will also facilitate a series of professional learning to train the staff in the effective usage of the system. • We will conduct a Learning styles and needs survey and a Learning Environment Survey to monitor and respond to student needs in order to support teachers in ensuring a positive learning environment. 	<p>All teachers All students</p>	<p>Ongoing September 2014 through June 2015</p>	<p>PBIS team All teachers Administrators</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups .</p> <ul style="list-style-type: none"> • A more inclusive environment will be created by integrating the SWDs and the general education students in a variety of enrichment programs during the school day, afterschool and on the weekend. • Afterschool clubs will be developed to meet the specific needs of various sub-groups within the school including ELLs, overage students, boys and girls. 	<p>All students</p>	<p>Ongoing September 2014 through June 2015</p>	<p>Administrators</p>
<p>Strategies to increase parent involvement and engagement.</p> <p>A Learning Environment survey will be given to each family in their home language and the results will be analyzed by the SLT in order to make improvements in the school culture.</p>	<p>All students</p>	<p>Ongoing September 2014 through June 2015</p>	<p>SLT Administrators</p>

<p>Activities that address the Capacity Framework element of Trust.</p> <ul style="list-style-type: none"> The SBST will use student input to select a staff member to act as a trust mentor for each child. Trust mentors will reinforce positive academic success for all students. 	All students	Ongoing September 2014 through June 2015	All staff members Administrators
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------	---------------------------------------------	-------------------------------------

Part 4 – Resources Needed

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

Professional learning opportunities, all 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	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	---	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

By February 2015, the school will implement a PBIS and Trust Mentorship plan for all students, and provide them with appropriate social and emotional support and information as measured by student attendance/participation in 2 assemblies targeting PBIS and social emotional issues.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths

The 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.

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.

Needs

For SOP 4.3, in order for us to move to an effective rating, teachers will be provided with appropriate professional learning to support them in creating rigorous lesson plans that include the Instructional Shifts, pre-planned higher order thinking questions and cognitively complex engaging activities to challenge all students during instruction.

For SOP 4.4, in order for us to move to an effective rating, teachers will provide more targeted and accessible instruction by analyzing and disaggregating the results of the learning needs and styles survey. Through collaborative planning and preparation, teachers will implement strategies, provide multiple entry points, and differentiate assessments to ensure that students achieve targeted goals.

Part 2 – Annual Goal

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

By June 2015, 70% of teacher lessons will include multiple entry points and differentiated group activities that are designed to reflect student needs and abilities, and that will be used to ensure students reach targeted goals as evidenced in unit and teacher plans.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Teachers will implement research based systems and structures that integrate Depth of Knowledge and Blooms Taxonomy questioning to better meet the needs of learners at all levels. • Professional learning will focus on training teacher teams to utilize effective protocols including the Tuning Protocol to analyze student work in order to make curriculum decisions and find opportunities for differentiation. • Our research based systems and structures include common core aligned summative and formative assessments. Teachers will be trained to successfully execute programs that are CCLS aligned. Teachers will meet weekly to perform a gap analysis of the students work in addition to looking at the data from assessments to determine what skills need to be retaught and to refine the curriculum. 	<p>All teachers All Students</p>	<p>Ongoing September 2014- June 2015</p>	<p>Administrators</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.</p> <ul style="list-style-type: none"> • Targeted professional learning will be provided to the staff as needed. Teachers will select the professional learning tailored to support them in meeting the needs of their unique group of students. The ESL teacher and the SBST 	<p>All teachers SBST</p>	<p>Ongoing September 2014- June 2015 Progress monitoring</p>	<p>SBST ESL teacher Administrators</p>

<p>will facilitate professional learning that specifically targets the needs of students within those subgroups.</p>		<p>will be reflected through teacher observations and lesson plans. The administrative team will meet regularly to review the teacher's observations data, in addition to the lesson plans and discuss next steps.</p>	
<p>Strategies to increase parent involvement and engagement.</p> <ul style="list-style-type: none"> • Progress towards student goals will be periodically communicated to parents through multiple mediums including face to face meetings, letters home and electronic correspondence • Professional learning about the curriculum will be provided to parents. Families will be informed of student progress through Skedula, progress reports and report cards. 	<p>All teachers All students</p>	<p>Ongoing September 2014- June 2015</p> <p>Responses from families will take place ongoing through parent feedback forms and at events such as Parent Association meetings and Principal's breakfast. Families can also provide feedback through Skedula, progress reports and report cards.</p>	<p>All teachers Administrators</p>
<p>Activities that address the Capacity Framework element of Trust.</p> <ul style="list-style-type: none"> • Staff members will be an integral part of the planning of professional learning in the school. Professional learning will be facilitated by staff members that have exhibited relevant effective instructional strategies. Teachers will be 	<p>All teachers</p>	<p>Ongoing September 2014- June 2015</p>	<p>All teachers Administrators</p>

<p>entrusted to select the Professional learning activities that best suit their needs.</p> <ul style="list-style-type: none"> Students will be entrusted to respond to Learning Style surveys with honest input about how they learn best. 			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Part 4 – Resources Needed

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

Professional learning for staff members and families; per session/per diem funds for after-school professional learning opportunities.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	---	------------------	---	----------------------	--	---------------

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.

By February 2015, 45% of teacher lessons will include multiple entry points and differentiated group activities that are designed to reflect student needs and abilities, and that will be used to ensure students reach targeted goals as evidenced in unit and teacher plans.

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

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

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

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths

All school constituents are aware of the shared vision to improve school-wide practices and ensure the desired outcomes for school improvement.

The Administrative Team participates in instructional rounds, conducts frequent informal and formal observations while providing the teachers with timely actionable feedback. During Administrative Team meetings, the teachers data is analyzed to determine the teachers needs and then equip them with the skills that are needed to assist their students and to provide them with what is necessary for academic success in the classroom.

Priority Need

We will implement a system that encourages teachers to work collaboratively with school leadership to make plans for the next stage in their professional growth

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, 75% of teachers will participate in a sequence of 2-4 collaborative, next-step-planning debriefing conferences with school administration that consists of using observation feedback to identify areas of needed instructional growth, and selecting professional learning targeted to meet those needs, as measured by professional performance records in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change. <ul style="list-style-type: none"> • The administrative team will work collaboratively to develop a cycle of observations that ensures each teacher will be observed by multiple administrators in order to provide additional perspectives on their teaching practices. • We will enhance our current process by providing feedback in a more timely manner and implementing a protocol that gives teachers more ownership for planning the next stage in their development by using a collaborative process to define next steps. • Identified areas of needed growth will be addressed through teacher selected professional learning as well as through internal and external intervisitations. 	All teachers	Ongoing September 2014 – June 2015	Administrators
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups. <ul style="list-style-type: none"> • Administration and the Professional Development team will work collaboratively to develop a menu of professional learning opportunities that reflect teacher need including best practices for ELL, SWD and other sub-group populations. 	All teachers Student sub-groups	Ongoing September 2014 – June 2015	PD team Administrators
Strategies to increase parent involvement and engagement. <ul style="list-style-type: none"> • The Professional Development Team will periodically share the Professional Learning menu of workshops with the SLT and the school community to keep staff and families well informed. 	All families	Ongoing September 2014 – June 2015	Administrators SBST ESL teacher
Activities that address the Capacity Framework element of Trust. <ul style="list-style-type: none"> • Administrators will maintain a relationship of mutual trust 	All teachers	Ongoing September 2014 –	Administrators

and respect by working collaboratively to develop action plans for instructional growth.		June 2015	
<ul style="list-style-type: none"> Teacher to teacher trust will be enhanced through implementation of the intervisitation process. 			

Part 4 – Resources Needed

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

Intervisitation schedule, observation schedule, and Advance assessments data.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	---	------------------	---	----------------------	--	---------------

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.

By February 2015, 40% of teachers will participate in a sequence of collaborative next step planning debriefing conferences with school administration that consists of using observation feedback to identify areas of needed instructional growth, and selecting professional learning targeted to meet those needs, as measured by professional performance records in Advance.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

Strengths

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.

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.

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.

Needs

We need to provide professional development /workshops for families and staff members so that all stakeholders understand and have the opportunity to engage in our partnerships with outside agencies.

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, 85% of families will receive communication on the school's mission, school improvement goals and of the opportunities provided through our partnerships with outside agencies in at least 2-3 parent meetings/workshops and in 2-3 newsletters sent to homes, School Messenger alerts, and school website postings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change. <ul style="list-style-type: none"> • The Parent Coordinator, SLT and the Parent Association will work collaboratively with outside agencies to plan, facilitate, and communicate the availability of professional development and workshops for the staff and families that outline opportunities for participation in partnerships with outside agencies. 	All families Staff members	Ongoing September 2014 through June 2015	SLT Parent Coordinator Parent Association Administrators
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups. <ul style="list-style-type: none"> • Professional development and workshops will be provided in both English and Spanish in order to effectively communicate opportunities to families in their native language. 	All families	Ongoing September 2014 through June 2015	SLT Parent Coordinator Parent Association Administrators
Strategies to increase parent involvement and engagement. <ul style="list-style-type: none"> • Parents will be informed about the professional development and workshops through multiple mediums including phone calls, letters home, and electronic correspondence. 	All families	Ongoing September 2014 through June 2015	SLT Parent Coordinator Parent Association Administrators
Activities that address the Capacity Framework element of Trust. <ul style="list-style-type: none"> • Trust between the school and the families will be enhanced through this system of open communication. 	All stakeholders	Ongoing September 2014 through June 2015	SLT Parent Coordinator Parent Association Administrators

Part 4 – Resources Needed

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

Professional learning and workshops for parents,

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, 65% of families will receive communication on the school’s mission, school improvement goals and of the opportunities provided through our partnerships with outside agencies in at least 2-3 parent meetings/workshops and in 2-3 newsletters sent to homes, School Messenger alerts, and school website postings.

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

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

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

--	--	--	--	--	--

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State Test Scores, performance tasks, class assessments, EZR assessment	Scholastic CodeX, Pearson ReadyGen, NY Ready, Test prep materials, DEAR Time, graphic organizers, use of technology, visual aids, anchor charts, peer editing, chunking the text, close reading text, multi-draft reading, turn and talk prompts, discussion starters, sentence frames	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During the school day
Mathematics	State Test Scores, performance tasks, class assessments, EZR assessment	Pearson's CMP3, Harcourt's Go Math, Re-teaching, journaling, use of technology and videos, drill and practice for fluency, mathematical practices, common core shifts, real world applications.	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During the school day
Science	State Test Scores, performance tasks, class assessments	Glencoe Science Curriculum for 7th, 8th grades, Harcourt Curriculum 4 th grade, Scope and Sequence, Hands on experiments, graphic organizers, smart board interactive technology, internet-based research projects,	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During the school day
Social Studies	Performance tasks, class assessments	Content reading, non-fiction texts, use of technology	Whole group discussions, small group instruction, flexible grouping, Tutor/Peer Buddy System, differentiated instruction	During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral process, parent requests	Respect for All Initiative, Anti-bullying Campaign, PBIS Curriculum, Counseling	Small group, One-to-one	During the school day
-------------------------------------------------------------------------------------------------------------	-----------------------------------	---------------------------------------------------------------------------------	-------------------------	-----------------------

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	---------------------------------	--	-----------------------------------------	--	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Highly Qualified Teachers will be recruited through the use of Teachers of Tomorrow Program and the New Teacher Finder. Teachers recruited to work at the Lew Wallace School will be eligible for tuition / student loan reimbursement as a result of our Title I status with the United States Department of Education. Additionally, the Lew Wallace School will reimburse teachers for expenses incurred as a result of tuition to reach Highly Qualified status. Professional development opportunities will be offered to those teachers that are not Highly Qualified.

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).

All Staff members will engage in ongoing differentiated professional development on the newly adopted CCSS curriculum. Professional development will be implemented into the schedule and take place every Thursday and Friday. The staff will engage in weekly schedule professional development on instructional practices relative to the CIEs and Teacher Effectiveness. In addition, afterschool workshops are facilitated by the Professional Development Team and outside consultants.

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.).

- Parental Involvement- Monthly parent/family workshops
- Early Intervention Services
- ECERS Assessment
- Waterford Program
- CCSS aligned Pre-K Program

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.

- Data Analyst in conjunction with the Inquiry Team works collaboratively to disaggregate the data in an effort to disseminate the results to entire staff and community that is used to create appropriate assessments.
- Data Analyst conducts bi-weekly scheduled data talks with teacher teams as a means of providing professional development regarding the importance of data analysis and its implications.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$550,608	X	Pages 11, 15, 18,21, 24
Title I School Improvement 1003(a)	Federal	\$16,961	X	Pages 11, 15, 18, 21
Title I Priority and Focus School Improvement Funds	Federal	\$140,792	X	Pages 11, 15, 18, 21, 24
Title II, Part A	Federal	N/A	N/A	
Title III, Part A	Federal	\$11,200	X	Pages 11, 15, 18, 21, 24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,077,816	X	Pages 11, 15, 18, 21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. / I.S. 284**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. / I.S. 284** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

P.S. / I.S. 284, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 00	Borough Brooklyn	School Number 284
School Name PS/IS 284 Lew Wallace School		

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

Principal Keva Pitts-Girard	Assistant Principal Keshia Ferguson
Coach type here	Coach type here
ESL Teacher Chadwick Caraway	Guidance Counselor Felix Polanco
Teacher/Subject Area Nanette Fantauzi/ Kindergarten	Parent type here
Teacher/Subject Area type here	Parent Coordinator Janie Sanders
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	579	Total number of ELLs	67	ELLs as share of total student population (%)	11.57%
------------------------------------------------------	------------	----------------------	-----------	-----------------------------------------------	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	17
SIFE	2	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	11

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	2	6	12	0	6	11	0	5	67

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	44	2	6	12	0	6	11	0	5	67
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	7	4	1	10	5	14	10	10					62
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2	1							3
TOTAL	1	7	4	2	10	7	16	10	10	0	0	0	0	67

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	2	2	1	4	0	4	4	4					22
Intermediate(I)	0	4	1	1	3	4	4	4	4					25
Advanced (A)	0	1	1	0	3	3	8	2	2					20
Total	1	7	4	2	10	7	16	10	10	0	0	0	0	67

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	1	0	0	6
4	6	1	0	0	7
5	6	1	0	0	7
6	5	0	0	0	5
7	7	0	0	0	7
8	7	0	0	0	7
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	6	0	2	0	0	0	0	0	8
4	7	0	0	0	0	0	0	0	7
5	8	0	1	0	0	0	0	0	9
6	8	0	1	0	0	0	0	0	9
7	7	0	1	0	0	0	0	0	8
8	8	0	2	0	0	0	0	0	10
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	5	0	0	0	6
8	4	0	5	0	0	0	0	0	9

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

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

All students in grades K-2 are assessed with E-CLAS-2. Students in grades 3-8 are assessed using Fountas and Pinnell. This data is useful in a number of ways. First, it provides teachers data about their students' abilities in the following areas: print awareness,

phonemic awareness, decoding, and comprehension. Teachers are able to determine what reading level and approximate grade level their students are at in order to differentiate instruction appropriately and provide students with independent level text. Also, it allows teachers to find the instructional level of text they use during guided reading. With this information, teachers can provide their students with the skills they need in order to grow and function at the next reading level.

Additionally, ELLs who cannot complete the E-CLAS-2 or Fountas and Pinnell because of language barriers are administered a phonics screener to test for letter sound and identification knowledge, sight word automaticity, decoding, and phonological awareness. The classroom teachers and ESL teacher then use this data to devise interventions to address the literacy needs of ELLs. The interventions are provided during the ELA block from the ELLs homeroom teacher as well as from the ESL teacher during the ESL periods.

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

One of the major findings from the Spring 2013 NYSESLAT data was that our ELLs continue to score the lowest in writing. Additionally, the scores in listening dropped from the Spring 2012 to the Spring 2013 NYSESLAT. This may be due in part to changes to the NYSESLAT this year to align the test to CCLS. Additionally, the only students who scored Proficient on the 2013 NYSESLAT were students in grades 2-3. Also, students in grades K-5 had greater proficiency level gains than students in grades 6-8.

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](#))

This year, a greater emphasis will be placed on exposing our ELLs to more listening and writing opportunities with nonfiction text. Students will learn and practice the following skills to assist them in the listening modality: determining important facts, note taking and annotation skills, listening for the gist, non-reliance on understanding every word, and using context clues to understand challenging vocabulary.

Further, ELL students will be given increased opportunities to write in response to nonfiction information as well as skills in making text-based claims.

Additionally, analysis of the data revealed our ELLs need more exposure to academic vocabulary. Speaking scores on this year's NYSESLAT slightly decreased because students were expected to use more academic vocabulary in the speaking tasks. The ESL teacher and all content teachers, in accordance with the CCLS instructional shifts, will increase our students exposure to and use of academic vocabulary in speaking, listening, and writing tasks in the classroom.

4. For each program, answer the following:

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

The only program model offered at PS/IS 284 for English language learners is a freestanding ESL program. Only Spanish speaking students are assessed with the Spanish LAB when they are newly enrolled. After that assessment, the school does not give any assessments to students in their native language. However, newly enrolled students on our campus generally have low levels of literacy (writing and reading) in their home languages.

In analyzing the most recent state exams in ELA and Math for grades 3-8, our ELLs generally performed at the same levels as native English speakers in our school. Most of the native English speakers scored at levels 1 or 2 in both subjects. Few native English speakers scored at levels 3 or 4 on the state exams given in Spring 2013. Additionally, none of the ELLs performed at levels 3 or 4 on the exams.

The Periodic Assessment for ELLs was given in the fall of 2012 and then again in the spring of 2013. The results of the assessments revealed that our ELLs made significant progress in both reading and writing across the grades. However, the Periodic Assessment was not aligned to the 2013 NYSESLAT. Making a comparison between the two assessments does not provide a wealth of data that can be used to make instructional decisions. The Periodic Assessments given in the 2012-2013 school year were not as rigorous as the Spring 2013 NYSESLAT. Therefore, school leadership has decided to rely on data from the NYSESLAT for a more accurate picture as to the progress ELLs are making in regards to the newly adopted CCLS.

In regards to proficiency levels, our beginning and intermediate ELLs across the grade levels are making progressing to the next level of proficiency and gaining points on the NYSESLAT at about the same rate. However, students at the advanced level are not making the progress needed to move to the next level. The amount of growth these students made on the 2013 NYSESLAT was significantly lower than

student at the beginning and intermediate levels. The school leadership, ESL teacher, and classroom teachers are working on instructional plans to help these students move to the proficient level on the NYSESLAT.

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](#))

Classroom teachers generally confer with the ESL teacher regarding ELLs they feel may need additional academic support within the Response to Intervention (RtI) framework. The classroom teachers and ESL teacher work together to devise a plan to help support students and bridge the gaps they have in regards to the mainstream curriculum. The ESL teacher will do additional testing to pinpoint the specific deficits a student has, offer suggestions to the classroom teachers on how to address the ELLs deficits, and also works to address those deficits when he pulls the students out for ESL services. The ESL teacher and classroom teachers also assess ELLs regularly to determine their progress in closing the gap between their current performance level and grade-level readiness. For example, all students in the school are given the Fountas and Pinnell assessment to determine their reading level. However, ELLs who are newcomers or who cannot test with the Fountas and Pinnell are then given a phonics screener by the ESL teacher to determine their proficiency in phonemic awareness and reading readiness in English. Once the data is collected, the ESL teacher and classroom teachers then devise an intervention plan as well as a progress monitoring schedule to measure how well the ELLs who need additional supports are progressing.

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

Our teachers are not only aware of ELLs in their classroom, but also their proficiency levels in the modalities of listening, speaking, reading, and writing. This information is considered when planning lessons and grouping students in class. Differentiation is provided to address the language needs of all ELLs and instructional supports and ESL techniques are utilized to provide scaffolding and entry points into lessons in the classrooms. Additionally, all classroom teachers are provided with information on the stages of second language development and t

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?

Paste response to questions here:

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

The ESL teacher and school leadership analyze and discuss data from the NYSESLAT annually once the scores become available. From the data, we look for trends, possible problem areas, and modalities that our students are the strongest in. The ESL teacher then looks closely at the instructional practices and materials used in the previous year and reflects on their efficacy. After the reflection, decisions are made by the ESL teacher and school leadership on which programs and instructional practices might work best to meet the needs of our students. Also, the ESL teacher and school leadership devise a list of students who need the most support and target those students for the extended day program as well as the Title III after-school program. The ESL teacher also makes decisions on the instructional focuses for the school year.

The Title III after-school program is evaluated by comparing the growth of the students who participated in the service to those who did not. One key finding from the 2012-2013 school year was that students who regularly attended the Title III program had higher growth rates on the 2013 NYSESLAT than students who did not stay.

Additionally, the Title III AMAO Estimation Tool is used by the ESL teacher to determine if our school met AYP for ELLs. The results are shared with school leadership. Additionally, the ESL teacher uses the data from the AMAO Estimation Tool to evaluate instructional practices and program models from the previous year and makes adjustments to better meet the needs of our ELLs at PS/IS 284.

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](#).)
At PS/IS 284, every student is administered the Home Language Identification Survey (HLIS). Either the ESL teacher or Spanish teacher administers the HLIS. Also, the guidance counselor will translate the HLIS if the native language of the parents enrolling the students is Spanish. If students are determined to have a home language other than English, then he or she is administered the LAB-r within 10 days of enrollment by the certified ESL teacher. The ESL teacher is trained in administering and scoring the test. The LAB-r is immediately scored on site to determine if the student is English proficient. If the tested student scores proficient on the LAB-r, parents are notified in writing that their child is not eligible for one of the three program options for English language learners and the ELPC screen is immediately in ATS. If the LAB-r results reveal that the student is not proficient in English, then he or she is given the Spanish LAB if his/her home language is Spanish.
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.
All parents of students who do not score in the English proficient range are contacted and invited to a parent orientation by the ESL teacher to inform them of the determination that their child is an English language learner. Parents are notified in writing in their home language and Spanish-speaking parents receive a phone call from the guidance counselor to inform them of the meeting as well. The parents are notified immediately after testing determines their child is an ELL, usually within 1-2 school days. The orientation is always scheduled to give parents at least 3-4 school days to make arrangements to attend. At orientation, parents are shown the video of the three program choices available to English language learners in the NYCDOE in their home language and then are able to ask questions. The guidance counselor serves as a translator at the meeting for our Spanish-speaking parents. The parents then complete the Parent Survey and Program Selection form at the meeting and the ESL teacher and guidance counselor are available to answer any questions they might have about the forms. Parents will usually inquire about the program offerings at PS/IS 284. They are informed that our school only has a freestanding ESL program and are given information about how that works. Additionally, they are also informed that they have a choice in the other two program offerings for ELLs and we would assist in finding them a school that has their first preference. A majority of the time, parents will choose the freestanding ESL program offered at our school because of the proximity of our school to their residences.

Parents who are unable to attend the first scheduled meeting are given the option to reschedule the meeting or meet with the ESL teacher and guidance counselor in an individual meeting to ensure they are informed of the three program choices.
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 [\[see tool kit\]](#).)
After a student at PS/IS 284 is determined to be an English language learner, then the parents of that student are sent the Entitlement Letters in their home language. The Entitlement Letter also contains the date for the parent orientation. The letter instructs the parents to contact the ESL teacher if they are unable to attend the meeting at the scheduled date and time. Additionally, parents are also notified by phone to remind them of the meeting. At the parent orientation meeting, the parents complete the Parent Survey and Program Selection form. The forms are immediately collected after the meeting from the parents before they leave. If parents do not attend the meeting, they are contacted to schedule an individual meeting to discuss the program choices and to complete the Parent Survey and Program Selection forms. All forms are collected and stored by the ESL teacher in the ESL compliance binder located in room 106.
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.
At the parent orientation meetings, parents are shown the video and are given the opportunity to discuss the program options. The ESL teacher and a translator, usually the guidance counselor, inform the parents that our school only has a freestanding ESL program and would become a part of the program here. However, they are also informed that if they would prefer one of the other two program options, we would assist them in finding a school that offered the Traditional Bilingual Education of Dual Language program model.
If parents choose ESL as their first choice, students are placed in the program at PS/IS 284 and begin receiving services immediately. If a parent chooses another program as their first choice, the parents are contacted by a staff member who speaks their native language within five school days of the school's receipt of their Parent Survey and Program Selection form. They are given information of the closest schools to their address that have the program of their first choice. However, they are informed that

their child will still be placed in the ESL program at PS/IS 284 while they are enrolled at our school.

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.

At PS/IS 284, the NYSESLAT is administered over a 30 day period. The ESL teacher begins receiving testing material in the spring, takes inventory, and stores the material in a locked and secure location until testing begins. The ESL teacher and testing coordinator at our school attend training on administering the NYSESLAT in the spring and then train all pedagogues who will administer the test. The ESL teacher then prints the RELC report from ATS to ensure all students who are eligible to be tested are included in that report and also have a preprinted answer document for all sections. Blank answer documents are carefully bubbled for all students without a precoded document.

Parents are notified a week prior to the testing window and given information on the test in their native language. They are also encouraged to ensure their students maintain regular attendance during the testing window.

The speaking section of the test is administered first. All students are tested by the Spanish teacher or another pedagogue and their performance of the task is immediately scored by the test administrator.

Once the speaking section is administered to all students, the listening, reading, and writing sections are administered in small groups by the ESL teacher. The students are tested in a quiet and comfortable testing environment with minimum interruptions. Once all sections of the test are administered, the test and answer documents are locked in a secure location. Pedagogues who are not the ESL teacher or ELA teacher of the students tested are then selected to score the writing portion. Before scoring, they are provided with training from the ESL teacher and testing coordinator on how to score the writing. The scoring guides and rubrics are reviewed and discussed during the training. The ESL teacher and testing coordinator also ensure that no more than 50 percent of one child's writing assessment is scored by an individual scorer.

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. 
- For the past few years at PS/IS 284, a majority of the parents select the freestanding ESL program after viewing the video and given the opportunity to ask questions about each program. Most recently in the fall of 2013, 7 parents have selected the freestanding ESL program as their first choice and 1 selected dual language as their first choice. Parents do ask questions about the other program offerings in our meetings. We do let parents know that our school only offers the freestanding ESL program and that if they desire another option for their children, we would assist in helping them find a school that offers their primary choice. Most parents choose the freestanding ESL program. This could be due to the proximity of our school to their residence.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our school utilizes a pull-out model to meet the service mandates for our ELLs. Students are serviced in grade bands using a blocked, ungraded, and heterogeneous program model. Students of all proficiencies are served in grades K-2 together, grades 3-4 are served together, and grades 5,6,7, and 8 are served separately. Due to the fact that 67 ELLs are only served by one teacher at our school, this was the only programming model to implement that ensured our students received the minimum program requirements.
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)?

Our school only offers a freestanding ESL program. One ESL teacher serves them. Beginning and Intermediate students receive 360 minutes of ESL instruction per week during their ELA instructional block from the ESL teacher. Advanced students receive 180 minutes of ESL instruction per week from the ESL teacher and 180 minutes of instruction per week from their ELA teacher. We utilize a blocked, ungraded, and heterogeneous program model to ensure our students receive their minimum program requirements. Additionally, ELLs who have received services for one year or less receive an additional 100 minutes of instruction per week during extended day sessions with the ESL teacher. Paste response to questions here:
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.

Our school only offers a freestanding ESL program. In the ESL program, the ESL teacher pulls students for services by grade level a majority of the time. The teacher plans lessons aligned to the NYSED ESL standard as well as the CCLS for the grade level in the areas of listening, speaking, reading, and writing. The ESL teacher employs best practices and research-based methods in instructing ELLs. Additionally, newcomers receive an additional 100 minutes of instruction per week in the small group extended day program on Tuesdays and Wednesdays.

In math, teachers use Spanish language texts for students in grades 1-5 to provide native language supports for students. In science, social studies, and math, content teachers have access to the NYSED bilingual glossaries to use when planning their lessons and to provide native language support to students in grades 3-8.

Additionally, the ESL teacher regularly confers with content teachers and pushes into the classrooms once per week to provide instructional strategies and techniques to teachers to use in providing their ELLs entry points into the lesson. Some of the strategies include pairing ELLs with limited language skills with a bilingual student with proficiency in English, the use of realia, total physical response, the use of pictures when introducing new vocabulary, the use of graphic organizers, cognates, and sentence stems and scaffolds.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Since we only offer a freestanding ESL program, there are no assessments given to students to monitor their progress in their home language. te response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

For speaking, the ESL teacher keeps anecdotal notes and conducts formal assessments on each student 3 times to per to measure English acquisition. Additionally, the students are formally assessed with the Periodic Assessment for ELLs twice per year.

For listening, the ESL teacher formally and informally assesses students regularly with listening tasks in English. The ESL teacher will play an audio clip or show a video in which students are encouraged to take notes in a manner that best meets their learning needs. Then students are required to answer a series of questions based on the information presented. Students are encouraged to

use their notes.

For reading and writing, ELLs are assessed twice per year with the Periodic Assessment for ELLs. Additionally, running records are kept on students who are reading significantly below grade level using the Fountas and Pinnell assessment kit. Also, each ESL student who is able to present written text in English must complete a writing piece at the end of each unit of study taught by the ESL teacher.

All ESL students are assessed annually with the NYSESLAT in the spring.

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).

Students with Interrupted Formal Education (SIFE) are identified upon enrollment in our school and are closely monitored to determine where their deficits lie and what their academic and social needs are. An instructional plan is developed based on what the specific needs of the SIFE student are. Additionally, SIFE students participate in the freestanding ESL program at our school and also participate in the Title III after-school program. As the need arises, outside CBOs are contacted to support SIFEs both socially and academically.

Newcomers receive an additional 100 minutes of instruction per week and also participate in the Title III after-school program. Our school is in the process of ordering the English Now curriculum. The ESL teacher will use this program to meet the English acquisition needs of newcomer ELLs.

The ESL teacher supports ELLs receiving 4-6 years of service during the instructional day. The targeted instructional focus depends on the proficiency level of the specific student(s). For instance, if a student scored proficient in listening and speaking on the previous year's NYSESLAT but advanced or lower on the reading and writing modalities, the ESL teacher devises lessons that are primarily aimed to build the reading and writing skills of the student(s). The same approach is used for ELLs receiving more than 6 years of service. The ESL teacher closely analyzes the historic testing performance of long-term ELLs to identify trends and modalities in which the students score the lowest. Additionally, the ESL teacher verifies which students have an identified learning disability. If they do, the ESL teacher analyzes the qualitative and quantitative data in the IEP and employs the instructional recommendations in instructing students with disabilities.

Former ELLs receive additional time on state assessments as allowed by the NYSED for two years after scoring proficient on the NYSESLAT. Additionally, the ESL teacher provides support to former ELLs during the weekly push-in periods to the classrooms. Former ELLs are not pulled from their content classes to receive ESL services.

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?

At PS/IS 284, the K-5 teachers use Go Math for mathematics instruction and Ready Gen for ELA instruction. The 6-8 teachers use Scholastic Code X for ELA instruction and Connected Mathematics Project 3 for mathematics instruction. All curriculum used contain interventions for both students with disabilities and ELLs. Teachers use the interventions and instructional strategies provided in the curriculum coupled with recommendations from the IEP to meet the needs of ELLs with disabilities. All teachers in the school differentiate classroom tasks to meet the needs of ELLs with disabilities as well and incorporate UDL principles in lesson delivery to meet the learning needs of all students.

Additionally, some ELLs with disabilities receive SETTS support. In this setting, they receive more individualized attention from the SETTS provider in a small group setting. ELLs with disabilities also participate in the freestanding ESL program at PS/IS 284. During pull-out sessions, their individual language acquisition needs are addressed by the ESL teacher.

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?

ELLs with disabilities at PS/IS 284 are placed into three instructional program designs determined by the IEP team: ICT settings, 12:1 or 12:1:1, or general education with SETTS services. ELLs with disabilities, depending on proficiency level, are serviced at the

same time through the freestanding ESL program as the other ELLs in their grade band through pull-out services. Also, the ESL teacher spends 1 extra period per week pushing into 12:1 or 12:1:1 settings to provide in class support. :

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		
Math:	0		
Science:	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

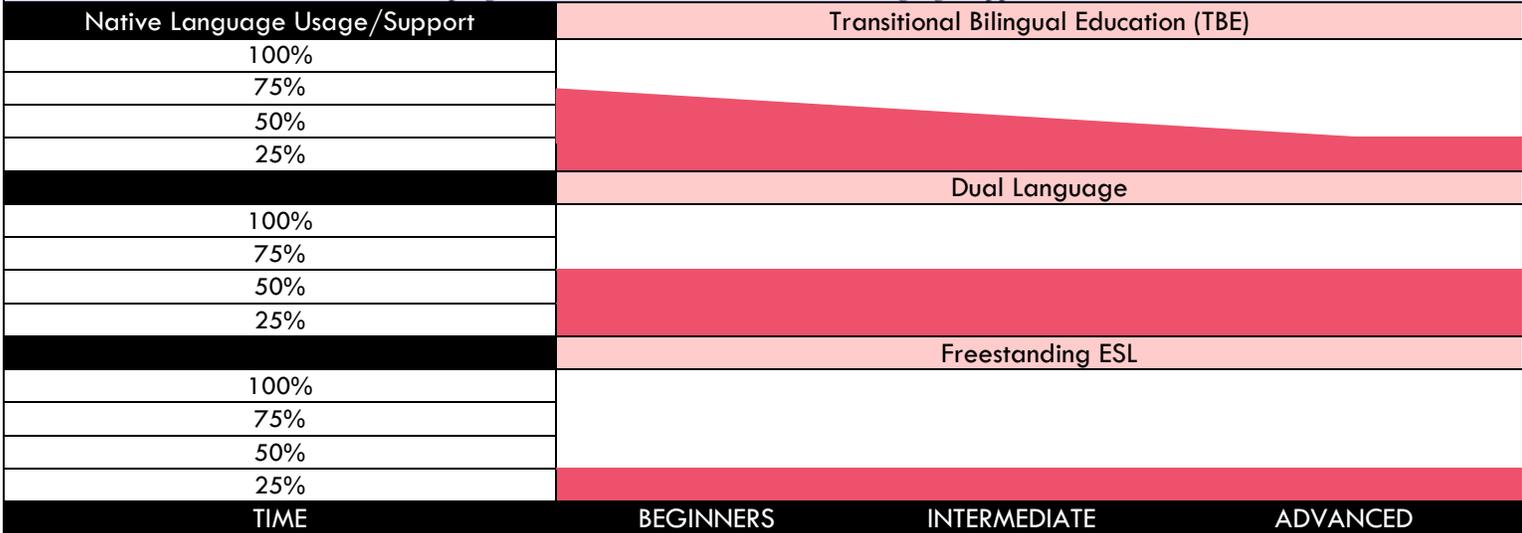
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

In all content areas, differentiation occurs within the classroom to meet the needs of ELLs depending on proficiency level. Teachers use heterogeneous and homogenous groupings within their classrooms to meet the needs of ELLs at all proficiency levels. When students are grouped by ability level, the teachers target ELLs with less English proficiency, differentiate their assignment or task, and provide them with the supports to enable them to meet the cognitive demands and complete the task. Additionally, sometimes teachers will use mixed-ability groups. The purpose of these groupings is to provide ELLs with exposure to more fluent and proficient speakers of English. In this arrangement, ELLs have a model for both spoken and written conventional English, have the opportunity to engage with more proficient speakers of English, and have the opportunity to hear and use more advanced vocabulary and sentence constructions in English.

Newcomers receive an additional 100 minutes of instruction after school each week in our extended day program. Students who are newly admitted and have no to extremely low proficiencies in spoken English are targeted to participate in this program in English. The aim of the extended day program is to build the basic interpersonal communicative skills in newcomers.

Additionally, the school offers an after-school Title III ESL program for intermediate students. The students receive an additional 2 hours per week in English in reading and writing. The aim of the Title III ESL program is to build the cognitive academic language proficiency of intermediate ELLs.

Additionally, the ESL teacher uses the English Now Upper Elementary and Middle School Intervention program to address the needs of beginners and intermediates who have severe difficulties with reading and writing and English and low levels of literacy in their home language. The intervention takes place during the periods in which the targeted students are slated to receive ESL services from the ESL teacher.

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

Many of the instructional programs and practices are fairly new. The current ESL teacher joined the staff of PS/IS 284 in the fall of 2012. Also, the number of students served in ESL has also doubled, making it difficult to make an accurate comparison and evaluation of the programs in place at the school before.

This is the first year English Now will be instituted as a program to serve the needs of ESL students in our school. The performance of our ELLs will be tracked once the program is fully implemented.

Additionally, the Title III after-school program and extended day program for our ELLs have produced desired effects. Anecdotally, ELLs who participated in the extended day program are using spoken English more regularly in their classroom settings and made gains in their ability to listen to and understand content in English. ELLs who participated in the Title III after-school program, as a whole, made greater gains on the NYSESLAT than students who did not attend the after-school program.

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

The school leadership decided to invest in English Now for the upcoming school year to meet the needs of our newcomer ESL students. If sufficient technology and funding become available, we are looking into purchasing Achieve Language, a computer-based program, for our ELLs as well.

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

The schools in not discontinuing any programs for ELLs from the previous year, but looking to expand our program offerings to better meet the needs of our growing ELL population.

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

ESL students are encouraged to take advantage of the many after-school and extracurricular offerings at PS/IS 284. Many of our ELLs participate in BELL, the Gents club, OASIS, Title III after-school supplemental instruction, and Saturday Success Academies. In all programs in our schools, ELLs are assigned to a bilingual facilitator or placed in groups where there are bilingual students that can translate for the participant learning English.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

All ESL students have access to bilingual Spanish/English dictionaries. In math, science, and social studies, they also have access to bilingual glossaries. In the ESL classroom, they have access to computers where they can translate into their home language using Google translate if needed. Additionally, ELLs with disabilities have access to iPads in their classrooms where they can use applications designed to support their English language acquisition and access to the general curriculum.

PS/IS 284 also provides Spanish math texts to ESL students who are literate in their home language. Additionally, students have access and can borrow Spanish language reading materials from the ESL classroom.

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

PS/IS 284 only has a freestanding ESL program. All ESL students have access to bilingual Spanish/English dictionaries. In math, science, and social studies, they also have access to bilingual glossaries. In the ESL classroom, they have access to computers where they can translate into their home language using Google translate if needed. Additionally, ELLs with disabilities have access to iPads in their classrooms where they can use applications designed to support their English language acquisition and access to the general curriculum. Additionally, the classroom teachers who do not speak the home language of the ELL will partner the student up with bilingual students who can translate and offer assistance and support to students with less English proficiency. Also, the ESL teacher and content teachers employ cognates (Spanish to English) in lesson delivery to support ELLs.

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

Paste response to question here:

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.

PS/IS 284 currently does not have any programs that support newly enrolled ELLs before the beginning of the school year. Students do not usually enroll far enough in advance for this to become feasible.

However, the ESL teacher or a Spanish-speaking staff member gives new ELLs who enroll throughout the school year a tour of the school if they have no English proficiency and introduced the students and parents to members of our school community such as the nurse, school secretaries, guidance counselor, etc. Also, the guidance counselor speaks Spanish and will welcome the parents and students and provides information about our school, answers questions parents might have, and informs parents of after-school offerings available for their students. He also regularly checks in with students to monitor their adjustment to the new setting. There is also an ESL club designed for newcomers that meets once a week after school led by Spanish-speaking staff members where students are able to discuss their concerns and experiences with moving to a new location, learning a new language, and explore their own culture as well as the cultures of other ESL newcomers.

18. What language electives are offered to ELLs?

The school currently only offers Spanish to students in grades 5-6. Spanish is the home language of the majority of our ELL population.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

All staff members receive ongoing professional development regarding instruction for ELLs throughout the school year. The ESL teacher regularly attends common planning meetings across the grade levels on Thursdays from 2:40-3:30 and discusses issues and strategies with teachers regarding their ELL population. Additionally, in the past the school has hired an ESL consultant from SIFE to provide in-house professional development for staff. Also, during monthly staff meetings, grade level meetings, and vertical team meetings, teachers receive ongoing professional development on differentiation strategies to use for their ESL students.

The ESL teacher also receives more than the minimum 7.5 hours of professional development annually through workshops offered through the NYC DOE Office of English Language Learners.

here:

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?

At PS/IS 284, we strive to meet the needs of all members of our school community and are making every effort to include families in our school-wide activities with different home language. A majority of our parents who speak a language other than English at home speak Spanish. All notices and fliers for school-wide events are translated into Spanish.

During the enrollment process, parents receive a questionnaire in which they select what language they wish to receive communication from the school. Also, during enrollment parents are introduced to at least 1-2 Spanish-speaking staff members they can communicate with regarding school-related issues. Further, parents participate in an annual survey to measure their thoughts about the school. Needs of parents are usually ascertained from the survey results and the school leadership and staff uses this data to make the necessary changes to satisfy the needs of parents in our community.

When we have parent meetings of any kind, the school ensures that either a bilingual staff member is present or a bilingual parent is present to translate the information into Spanish for our Spanish-speaking parents. Additionally, the school holds an annual Hispanic Heritage Month assembly and Hispanic Food Potluck to welcome and recognize our parents of Hispanic heritage in our school community.

Currently, the ESL teacher is working to locate Community Based Organizations willing to support our school's growing Spanish-speaking population.

:

E. Additional Information

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

Paste response to question here:

School Name: PS/IS 284

School DBN: 23K284

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Keva-Pitts Girard	Principal		10/1/13
Keshia Ferguson	Assistant Principal		10/1/13
Janie Sanders	Parent Coordinator		10/1/13
Chadwick Caraway	ESL Teacher		10/1/13
	Parent		1/1/01
Nanette Fantauzzi/ Kinder	Teacher/Subject Area		10/1/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Felix Polanco	Guidance Counselor		10/1/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K284 School Name: PS/IS 284

Cluster: 05 Network: CFN535

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

Part A: Needs Assessment Findings

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

At enrollment, all parents complete a language preference form for written and oral communication from the school. The preferences are recorded in ATS and on the school emergency cards. This data is then aggregated. Any communication sent home school-wide is sent in both English and the home language of the parents. In-house staff members are available to translate the letters into Spanish, which is the language other than English that a majority of our parents speak. Also, teachers and staff members are aware of bilingual English/Spanish staff members who are available to provide oral and written translation to parents.

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 of the surveys given to parents reveal that a majority of our parents who are not fluent in English speak Spanish as their home language (95%). The data is shared to the school cabinet members and leadership and an appropriate plan is devised to inform staff members and teachers of in-house and city-wide resources and staff members who can be called upon for written and oral translation and interpretation services.

Part B: Strategies and Activities

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

Since 95% of our non-English speaking families communicate in Spanish, we have a number of in-house staff capable of translating written communication to parents. The other low incident languages at our school are Haitian Creole, Mandingo, and Bengali: all of these families noted on their language preference forms they preferred written communication in English from the school.

Staff members writing letters use Google translate or other on-line translating services to translate drafts from English to Spanish. A Spanish-speaking in-house staff member will proofread the document before documents are sent out. These procedures take no longer than 24 hours.

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.

Since 95% of our non-English speaking families communicate in Spanish, we have a number of in-house staff capable of translating and interpreting oral communication to parents. The other low incident languages at our school are Haitian Creole, Mandingo, and Bengali: all of these families noted on their language preference forms they preferred oral communication in English from the school. These families are able to orally communicate in English as well.

We have a sufficient number of in-house staff members with the capability of providing oral interpretation and translation between our Spanish-speaking parents and staff members. If families need to be contacted, a staff member will ask one of our bilingual English/Spanish staff members to interpret. The guidance counselor usually provides this service. Additionally, parents who come to the main office who are Spanish-speaking only are usually served by the guidance counselor or either one of the school safety officers.

All meetings with parents are translated by either a bilingual English/Spanish staff member or a bilingual parent volunteer.

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>.

All parents who indicate a preference for school communication in a language other than English are sent home a copy of the Parents' Bill of Rights and Responsibilities in their preferred language. Additionally, a copy of the Parents' Bill of Rights and Responsibilities is posted on the parent information board located near the parent room in the all of the languages served in our school.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: PS/IS 284	DBN: 23K284
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the direct instruction supplemental program is to support ESL students who are at risk in the area of English Language Arts and mathematics. Most ESL students did not make one year or more progress on the most recent New York State Assessment. The school's newly admitted ELL's are those who have lived in this country for one year and whose English Language proficiency is far behind their grade level. Therefore, ESL students in grades Kindergarten through eight will be targeted for after-school support with one ESL teacher (certified in TESOL, K-12) and two common branch teachers - one first grade teacher with Bilingual Common Branch certification (1-6) and one Kindergarten teacher (certified in Early Childhood) - at a minimum of two days after school. Each session will last for two hours (from 2.50 p.m. to 4.50 p.m.). Students will be divided into two subgroups: Beginners and Intermediate/Advanced. Beginners will be provided with appropriate reading materials that will include illustrations to help clarify the texts, texts that contain repetitive and predictable phrases, and high-frequency vocabulary words. Intermediate and advanced students will receive instruction which meets their needs and promote critical thinking, reading and writing skills, and text analysis which will result in an improvement of student achievement.

Students will participate in 48 sessions across a 24 week period for two hours with one ESL and one common branch teacher. The ESL teacher will use manipulatives, paraphrasing of materials, think-alouds, visuals, and imagery to support the English language development of the ELLs in the supplemental instruction program. Students will be given multiple opportunities to engage in turn and talk, think-pair-share, small-group, and whole group discussions in order to build their oral language skills in English. Students will also be engaged in activities from MYOn reader, mathletics, and Boardworks. Teachers will have students do activities on smartboard and iPad to enhance better learning.

Academic material to be covered during the program for elementary school is:

1. Reading comprehension tasks (for the period of six sessions) - students are read to dual language books, answer comprehension questions, and illustrate the story read aloud.
2. Academic enrichment through the arts (for the period of twelve sessions) - creating a collage on a particular topic (superheroes, fairy tales characters, seasons, holidays, etc.)
3. Developing phonics skills through play (for the period of six sessions) - students master phonics skills when playing table games (rhyming bingo, vowels bingo, space lotto, pack the backpack bingo).

Part B: Direct Instruction Supplemental Program Information

Academic material to be covered during the program for middle school is:

1. Reading comprehension tasks (for the period of six sessions) - students read dual language books, have group discussions, answer comprehension questions, and present their answers to the whole class.
2. Developing writing skills (for the period of six sessions) - students are involved in tasks to improve mechanics, grammar, the use of academic vocabulary, and organization.
3. Developing effective discussion techniques (for the period of six sessions) - students work collaboratively to discuss current events.
4. Academic enrichment through social interactions (6 sessions throughout the school year) - students go on field trips (movie theater, restaurant, and museum).

Part C: Professional Development

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

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

Begin description here: The ESL teacher will receive professional development to support pedagogic growth and understanding of the Common Core Standards, its alignment to instruction, and how instruction can be shaped for ESL students. The ESL teacher will also engage in intervisitations to schools throughout New York City in which successful ESL programs/intervention/support are taking place. Professional development will be ongoing throughout the school year from September to June and it will be job embedded or take place after school. School administrators will suggest videos as needed or aligned to the school's focus.

Professional development will also be provided by CITE consultant. The consultants will address topics such as:

Understanding the Common Core Standards (2 hours) - takes place in October, from 3 p.m. to 5 p.m. (on Friday).

Using Manipulatives to Drive Instruction (2 hours) - takes place in November, from 3 p.m. to 5 p.m. (on Friday).

Effective Questioning and Assessment (2 hours) - takes place in December, from 3 p.m. to 5 p.m. (on Friday).

In addition to the ESL teacher receiving training, other teachers who service ESL students will receive direct support through the aforementioned consultant services.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parent engagement is critical to the success of students and the general school community. Parents will be invited to participate in various workshops which support the academic and social progress of their children. Parent activities will take place from October through June. Workshops will be hosted by the ESL certified teacher and an interpreter. Parents will receive notifications through fliers, school calendars and phone messenger. Topics to be covered for parents are:

1. Homework diner for ESL parents - one hour workshop (during the school day) that takes place in fall;
2. Ways to Promote Students' Literacy at Home - one hour workshop that takes place after school (on Tuesday, from 4 p.m. till 5 p.m.) in winter;
3. Summer Loss - one hour workshop that takes place after school (on Tuesday, from 4 p.m. till 5 p.m.) in spring.

All communication (i.e. letters, flier, phone messenger) about school events and parent meetings will also be provided in the parents' home language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,924 Per session	Afterschool program: Two teachers (1ESL and 1 bilingual) will be paid at teacher per session rate for forty eight 2-hour sessions.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$927 -Teacher Professional Development \$206 - Parent Workshops	3 Professional Development Workshops (1 Fall, 1 Spring) given to TitleIII teachers (1 ESL teacher and 2 common branch teachers) One hour long parent workshops, conducted by one ESL teacher and one bilingual teacher, will take place after school two times a year.
Supplies and materials <ul style="list-style-type: none"> • Must be 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.	\$500 - arts and crafts supplies (crayons, glue, construction paper), printer paper, incentives \$193 - snacks and refreshments	Materials that teachers need for students to use in the program Providing snacks and refreshments to parents attending the workshops
Educational Software (Object Code 199)	0	_____
Travel	\$ 450	Field trips to a movie theater (twice a year), restaurant (twice a year), museums (twice a year)
Other	0	_____
TOTAL	\$11,200	_____