

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: P.S. 299 Thomas Warren Field	DBN: 32K299
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input 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: 30	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input checked="" type="checkbox"/> 1
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3
<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School from November 19, 2014 to May 21, 2015. This instructional program will service ELLs in grades 1-5 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher will co-teach with certified common branch teachers and will provide supplementary instructions in English in alignment with the New York City and New York State content and performance standards and NYS CCLS Standards. We will focus on developing students' writing and reading skills by providing an integrated meaning focused approach, which will include differentiated instructions based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction. The program will continue in 2015-2016.

Administrative leadership will continue to show its support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 Moving-in-to English Series will focus on comprehension, fluency, vocabulary development, and provide language learners with tools and strategies of language acquisition. Grades K to 5 will utilize the Harcourt Science Series which implements the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities, and leveled science library. In addition all teachers will be using the ESL Support Book, which provides activities and ideas for addressing language needs in three critical areas: Comprehensible Input, Language and Vocabulary, Background and Experience. In order to expand the technology initiative, we will foster an understanding of the concepts and principles of technology by providing ELLs with Internet access, use of online technology and application to integrate technology in the content areas. We will implement research-based supplementary literacy computer program Destination Learning to provide ELLs with rich, diverse language.

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

Part C: Professional Development

Begin description here: In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an on-going professional development for the ESL teacher, as well as for teachers who are working with the ELL population. In addition, the Language Allocation Team working collaboratively with the grades inquiry teams will meet regularly to discuss a continuous improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address students weaknesses and target areas for growth. We will continue our commitment to well-designed professional development to our diverse students' population by attending monthly Professional Development workshops. We will continue to conduct ESL workshops at our school in the 2014-1015 school years with the assistance of the Instructional Support Specialist from the CFN – Children First Network 412 on topics such as: Effective Instructional strategies for ELL s, Scaffolding for Language development to Support ELL in Second Language Acquisition Stages and Developmental Levels, Differentiated Instructions for ELLs – Identifying students' learning styles, differentiating content, process, product/assessment to meet the individual student needs, Scaffolding in Math and Science, Implementation of the Common Core Standards and Data Analysis and instructional implementation.

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: To facilitate Title III parental involvement and community partnership, our school parents coordinator will continue to organize a variety of monthly parental workshops presented by bilingual instructors. At the beginning of the school years our Bilingual Parent Coordinator in collaboration with the ESL teacher distributes Parent Surveys in order to find out the needs that the parents would like to have address during Parent Workshops throughout the school year. To ensure home/school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Common Core Learning Standards, ELA Curriculum, Assessments Informational Meeting for Parents, Learn Strategies You Can Use at Home to Prepare your child for the New York State ELA and Math Exams(parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Learning Standards). We will conduct orientation Title III Afterschool Program parents conference.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K299 School Name: Thomas Warren Field

Cluster: 4 Network: CFN 412

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.

We have conducted an assessment of written translation needs based on Home Language Surveys. Based on the results of the surveys and data of our school population includes 68% African American, 30% Hispanic American and 2% other. The above data indicates that we have a high need for written translation and oral interpretation in order to effectively communicate with all parents including whose Home Language is not English in order to increase parental involvement and parents' capacity to effectively work with their children at home in order to improve their children's academic and social skills.

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.

Our written translation and oral interpretation needs were reported to the school community through our Language Allocation Policy which is a part of the SCEP Plan for 2013-2014. The major languages spoken in the school are English and Spanish. We make all of our parents feel welcomed in the school by providing written and oral communication to our parents by translating information in Spanish at all meetings and parent workshops. The parents are greeted in the main office by either the parent coordinator or the family worker who speak both languages. The policies are shared with the School Leadership Team as well as the PTA.

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.

Our written translation services will be in the form of parent letters, flyers and other correspondence translated by in-house bilingual staff members. Notices are given to the individual(s) for translation in a timely manner so that the outgoing correspondence is written in both English and Spanish. Written correspondence regarding the Title 111 Program is distributed by the ESL Teacher who services students during the day and afterschool.

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.

Our oral interpretation services are provided to parents at every PTA Meeting, workshops, informational sessions and upon entering the school on an as needed basis. These oral interpretation services are provided by in-house school staff. Parent volunteers gladly offer to provide interpretation for each other when necessary. These services help support language acquisition for our parents and one of our parents is now the Vice President of the PTA and sometimes meet with the Superintendent during President Council Meetings in the absence of the President.

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>.

To comply with Chancellor's Regulation A-663 parental written notification will be forwarded to the translation unit in the absence of the in-house school staff. The in-house school staff member will be compensated out of the translation and interpretation funds for any school documents which need to be translated on school premises.



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	32K299
School Name:	THOMAS WARREN FIELD SCHOOL
Principal:	WILMA KIRK

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **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: Thomas Warren Field School School Number (DBN): 32K299
School Level: Elementary Grades Served: PreK-5
School Address: 88 Woodbine Street Brooklyn, New York 11221
Phone Number: (718) 473-8230 Fax: (718) 574-1080
School Contact Person: Wilma Kirk Email Address: Wkirk2@schools.nyc.gov
Principal: Wilma Kirk
UFT Chapter Leader: DeNeil Campbell
Parents' Association President: Fletta Stocks
School Leadership Team
Chairperson: Sharon George
Student Representative(s): N/A

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 DeKalb Avenue Brooklyn, New York 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: (718) 574-1100 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: CFN 412 Network Leader: Daisy Concepcion

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Wilma Kirk	*Principal or Designee	
DeNeil Campbell	*UFT Chapter Leader or Designee	
Fletta Stocks	*PA/PTA President or Designated Co-President	
Cynthia Dowdy	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sharon George	Assistant Principal	
Diane Lopez	UFT/Teacher	
Kimberly Twitty	Parent	
Bibianna Hoyas	Parent	
Richard Bentham	Parent	
Yaliza Rodriguez	Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for 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.

Thomas Warren Field is an elementary school with 350 students from Pre-Kindergarten through Grade 5. The school population is comprised of 52% African American and 48% Hispanic students. The student body includes 16% English Language Learners, 26 % Special Education Students and 92.9% of students receive free lunch. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 90.6%.

P.S. 299 has an on-going collaboration with the Salvation Army to host a monthly food pantry for our families and afterschool homework assistance. Our 5th graders have conducted a service project serving the less fortunate for Thanksgiving and was greatly received and appreciated. Other strategic partnerships and community based collaborations include: The Brooklyn Botanical Gardens, Studio in a School, Ballet Tech, Junior Tennis League, Downstate Medical Center, Touro College and Lehman College.

The school's mission statement is :

Through home, school and community partnerships, the administration, teachers and staff of P.S. 299K are committed to helping students to become lifelong learners, creative thinkers and productive citizens. This will be achieved through relevant instruction in and out of the classroom, with the realization that, "It takes a village to raise a student's achievement and performance standards".

Principal's Vision is:

My vision is for all of our students at P.S. 299 to be successful scholars taught by the most effective teachers. Students will feel confident developing positive social skills as well as academic skills preparing them for college and careers.

The school motto is: I believe I can score a level 3 or a 4, Like an eagle I will soar!

The school code is: Be Present, Be Prompt, Be Prepared, Be Polite, Be Productive

The school's strengths are collaboration amongst teachers and reaching out to new staff members with support. The school's accomplishments are that the school has become a learning community where teachers share best practices and teaching strategies with each other. Teachers also open their classroom doors for inter-class and inter-grade visitations with a particular focus followed by debriefing. Teachers have also opened their classroom doors for teachers from other schools to share teaching strategies.

The school's challenges are moving our English Language Learners and Students with Disabilities further along academically and bridging the gaps in instruction and academic performance especially in English Language Arts and Mathematics.

The DTSDE Tenets which P.S. 299 has made the most growth during the previous year were Tenet 2.5: the use of data and mid-management effectiveness and Tenet 3.4: teacher collaboration. Teachers made significant progress in teaching practices in domains 2 and 3 on the Danielson Teaching Framework. By the end of the 2013-14 school year, all teachers were rated "effective" (with the exception of two teachers); one of our teachers received a "highly effective" rating.

One key area of focus for this school-year is to embed multiple entry points within our lessons to increase student engagement and reflected across all subject areas. Another instructional focus is "close reading" of complex text. Both focus areas will be under the umbrella of analyzing data to make more meaningful instructional decisions to improve student achievement.

32K299 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	349	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		91.3%	% Attendance Rate	90.0%
% Free Lunch		92.9%	% Reduced Lunch	3.2%
% Limited English Proficient		14.7%	% Students with Disabilities	24.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	52.0%
% Hispanic or Latino		47.5%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		0.3%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.99	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	8.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		20.5%	Mathematics Performance at levels 3 & 4	28.8%
Science Performance at levels 3 & 4 (4th Grade)		88.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Teachers are continuing to effectively move toward analyzing and using data in order to make thoughtful targeted adjustments in their instructional practices for students needing extra support.

Our school's strengths are as follows:

* There is a mutual culture of trust and positive attitudes that supports the academic and personal growth of students and staff. QR 1.4

*The Danielson Framework for Teaching is used to communicate high expectations for rigorous instruction and learning. QR 3.4

*School Leadership evaluates the effectiveness of instructional practices with a focus on promoting professional growth and reflection, thereby impacting classroom instruction. QR 4.1

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.

Goal #1 By June 2015, teacher teams will monitor and refine the curricula to support the CCLS instructional standards and the NYC CIE to include multiple entry points to yield higher-order thinking skills for all groups of students across all content areas and grades as measured by student work products. (QR 1.1 & 1.2/DTSDE 3.3)

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	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>
Professional development is designed to meet the differentiated needs of the teacher teams including designing coherent instruction and using assessment in instruction.	All teachers Grades K-5 (including ELL & SWDs)	Sept. 2014- June 2015	Professional Learning Committee (PLC) will be responsible. The PLC and Administrators will oversee the activities
Teachers will follow a school-wide protocol for looking at and analyzing student work and other data.	All teachers Grades K-5	Sept. 2014- May 2015	All teachers will be responsible. Roles during teacher meeting times will be rotated. Administrators will oversee.
Teachers will plan together in preparing the contents for ELA and Math Student Portfolios based on the CCLS. Tasks will be rigorous and students will be provided with actionable feedback.	All students will have at least two portfolios.	October 2014-June 2015	All teachers will be responsible for implementation of the portfolios and the process will be overseen by Administration.
Parents will become familiar with the CCLS in ELA and Math with helpful tips on how to help their children at home in order to succeed academically in school.	Parents Grades PreK - 5	October 2014-June 2015	Parent Coordinator Teachers and Support Staff
Students will also reflect on their best work and seek ways to improve their role as a student. Student self-assessment will be implemented using a rubric or checklist. Students will choose at least one item per unit and write why the particular piece was chosen.	Students Grades K-5	Oct. 2014- June 2015	Teachers Grades K-5
There will be an emphasis on tiered activities especially for ELLs and SWDs including students in an ICT class. Examples of support will be shared such as graphic organizers, more challenging activities and small group close reading.	Teachers	Sept. 2014- June 2015	All teacher & overseen by Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session/per diem opportunities will be provided for lead teachers and PLC members to accommodate adjustments in teacher schedule during professional development and involvement in afterschool programs; supplemental Common Core aligned materials for After-School programs; professional resources and materials for teachers; and parent resources including refreshments.

Part 5 – Budget and Resource Alignment

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

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

TL Contracts for Excellence

Part 6 – Progress Monitoring

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

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

In January 2015, teachers will look at various data to monitor the progress of their students in order to make adjustments to the instruction as needed. There is a schedule for assessments and monitoring for targeted students (especially for students in sub-populations). For students in the lower grades (PreK-2) there are weekly assessments monitoring; for the intensive group, bi-weekly monitoring for the strategic group and at least monthly for the benchmark group of students.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

The school’s strengths include:

- Teachers are supported by each other as they work collaboratively.
- The entire school embraced a Book of the Month “Have You Filled A Bucket Today” and the positive language used in the literature was known by all and used by all students.
- The school works cohesively to establish a respectful, caring environment that promotes adult learning and enhances students; academic and personal growth via PBIS & PATH.
- High expectations for student growth are conveyed to the entire community.

Part 2 – Annual Goal

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

Goal #2 By June 2015, there will be a 3% decrease in the number of chronically absentee students when compared to 2014 attendance data as evidenced by parent outreach logs and attendance ATS reports. (QR 3.1/DTSDE 5.4).

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:

- Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
Teachers will teach lessons from “Promoting Alternative Thinking Strategies” otherwise known as the PATH Curriculum for at least 30 minutes a week. Parents are aware of the lessons from the curriculum.	Students in Grades K-5	Sept. 2014- June 2015	Teachers, Guidance Counselor, SAPIS Worker and Administrators
Attendance Team will hold bi-monthly meetings to discuss students who have chronic attendance problems and develop next steps.	Targeted students	Sept. 2014- 2015	Team members, Attendance teacher, Administrator and Social Worker from local shelter
Assistance will be provided to students and families to ensure that students are coming to school in partnership with outside agencies.	Targeted students & their families	Sept. 2014- June 2015	Guidance Counselor, Sapis
Teacher and parent conferences to continue to monitor student attendance and strategize for success.	Targeted students	Sept. 2014- June 2015	Teachers, parents

Part 4 – Resources Needed

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

Student incentives for 100% attendance and certificates for those most improved. Resources, literature, games and videos will be provided to enable multiple entry points for all students. Per diem/per session opportunities will be provided to enhance teacher participation and attendance at professional development workshops as well as to enable teachers to work with students while parents are engaged in meetings and workshops.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

We will continuously monitor student attendance through: individual sessions/parent meetings, telephone calls/home visits and letters home. We will have individual folders to record information and steps taken to increase student attendance. In addition we will review the ATS reports generated to monitor attendance.

*RISA (daily, weekly and monthly)

*Attendance Improvement List (RPAG)-once this list is generated we will decide on a special incentive to encourage students to continue progress.

*ILOG to monitor and record correspondence with parents and other sources.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to the QR from last year, it was noted that there was collaboration amongst teachers in planning lessons and units of study. There were classroom visitations that were conducted as well for teachers to view best practices. Teachers will continue to provide multiple entry points for all students. The planning will take place at least twice a week.

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.

Goal #3 By June 2015, 100% of teachers across Grades K-5 will strengthen assessment practices, including student self-assessments and ongoing checks for understanding, so that teachers' use of formative and summative assessment data leads to targeted adjustments to instruction as evidenced by an increase of teachers moving toward effective in competency 3d using the Danielson Framework for Teaching. (QR 2.2/DTSDE 4.5)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Teachers will continuously assess power strands using multiple forms of assessment and include data in school-wide tracking forms. The data will be used to adjust the pacing of lessons and inform student grouping. This information will be shared with parents on-going.	Teachers	Sept. 2014- June 2015	Teachers of Grades K-5 including Teachers of Ells and Students with Disabilities.
Teachers will assess reading lessons/tasks daily using a school-wide teacher created tracking form. Data will be used to make adjustments to the curriculum and inform student groups.	Teachers	Sept. 2014- June 2015	Teachers of Grades K-5 including Teachers of Ells and Students with Disabilities.
Teachers will continue to evaluate MOSL data and ELA & Math Benchmark data. Analysis of assessments will be used to create action plans, make adjustments to the curriculum and further differentiate instruction.	Teachers	Sept. 2014- June 2015	Teachers, A.P., Achievement Coach (Data) from CFN 412
Professional Development to provide assistance with data analysis and resources.	Teachers & Network Support	Sept. 2014- June 2015	Teachers, A.P., Achievement Coach (Data) from CFN 412
Teacher teams will meet on a regular basis to analyze student data in order to meet the needs of all learners.	Teachers	Sept. 2014- June 2015	Team Members & Administrators

Part 4 – Resources Needed

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

Per diem coverage to accommodate teacher attendance at workshops in and out of the school, resources and materials and per session opportunities will be provided to enable increased teacher planning time after-school.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

During a cycle of 3-4 times a year teachers will engage in discussion and evaluation of students’ progress made throughout the course of the year. The mid-point benchmark will take place during the months of December 2014 and January 2015.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.

According to the QR from last year, teachers were observed using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. School Leaders emphasize and insist on maintaining a culture of mutual respect and positive attitudes that support the academic and personal growth of students and adults. According to the Fall 2014 the Principal's Performance Observation (PPO), the feedback was that the Principal implements a range of strategies to communicate high expectations across the entire school community, offering appropriate supports, and utilizing transparent accountability measures, which result in sound family partnerships and student advancement.

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.

Goal #4 By June 2015, 100% of classroom teachers will engage in a series of professional development around our school-wide instructional focus as evidenced by agendas, sign sheets and teacher reflections. (QR 4.1/ DTSDE 2.4)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Development will occur every Monday for 80 minutes based on topics of need and interest as expressed by teachers on a professional development survey built on trust.	Pedagogical staff from grades PreK-5	Sept. 2014-June 2015	Professional Learning Committee and Administrators
Professional Learning Committee will meet at least once a month after school to plan differentiated professional development for the teachers and paraprofessionals with concentration on our instructional focus.	Teachers on the committee	Sept. 2014-June 2015	PLC staff and Administration
There will be a Lesson Study conducted by the Math Achievement Coach from Network 412 with teachers whose current teaching assignment is different from the previous year. The new teachers will also benefit from the Lesson Study. The teachers trusted themselves and each other in changing grades and learning the new math curriculum and standards.	New teachers and teachers new to a grade	Jan. 2015-Feb. 2015 6 week cycle	Math Achievement Coach, CFN 412 and Administrators

Part 4 – Resources Needed

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

Presenters from various support agencies, teachers for Saturday professional development and planning sessions, per diem subs to accommodate teacher attendance at professional development and schedule adjustments.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title 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:

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

The Professional Learning Community Committee will meet between December 2014 and January 2015 to distribute another survey in which staff can provide feedback. The feedback will also be shared by administrators based on classroom visits and observations.

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?				
N/A at this time.				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

P.S. 299's strength is the improvement of student outcomes by addressing the needs of the families as well as the students. Research shows that an increase in parent involvement contributes to an increase in student achievement. This is one of our areas of celebration noted on the Principal's PPO (3.4). There are strong family/community ties through continuous communication regarding student achievement through correspondence, workshops and partnerships. QR 3.4

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.

Goal #5 By June 2015, 100% of classroom teachers will inform families of the students' progress and the Common Core Learning Standards. There will be a 5% increase in parent workshop participation with a focus upon academics, personal behaviors and school activities as measured by tracking sign in sheets. (QR 3.4 /DTSDE 6.4)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
3. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>4. 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).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>Teachers will inform parents of their child’s academic and social progress by providing monthly progress reports.</p> <p>Pre-K parents will receive a work sampling report at least three times during the school year.</p>	<p>All parents of students K-5</p> <p>All parents of Pre-k students</p>	<p>Sept. 2014-June 2015</p> <p>November, March and June</p>	<p>Classroom Teachers overseen by Administrators and Pre-K Social Worker and PC</p>
<p>Parents were informed about the Common Core Standards and how the work in the classrooms reflects the standards and the shifts during Curriculum Night, Parent Teacher Conference and during Tuesdays Parent Engagement time.</p>	All Parents	<p>Sept. 2014</p> <p>November PTC</p>	Teachers and Administrators
<p>There will be many opportunities to familiarize parents about the Common Core Standards, text complexity, close reading for evidence and what parents should see in the child’s backpack.</p>	All parents	<p>September 2014-June 2015</p>	Teachers, Administrators, Parent Coordinator
<p>Special meetings will be held on Saturdays for working parents to familiarize them with the Common Core Standards, social-emotional issues, information for families and students in temporary housing, grade expectations and other activities.</p>	All Parents Prek-5	<p>January 2015-May 2015</p>	Teachers. Administrators and Parent Coordinator (PC)

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Materials and resources for parents, books for the parent lending library, books with listening tapes to support Ells and SWDs</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>2. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p>Progress monitoring will be on-going after each school-wide parent –teacher conference, after Tuesday engagement time as well as PTA meetings and workshops via attendance sheets and evaluations. By the end of January 2015, we will summarize our findings regarding communication and parent engagement and develop next steps for improvement.</p>				
<p>Part 6b. Complete in February 2015.</p>				
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?

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grades K-5 students who score on the intensive level based on the Dibels assessment. Grade 3-5 students who scored a level 1 or 2 on the NYS ELA Exam	Close Reading, Literacy work stations, Leap Track, Voyager Passport, After-school program, modeling, repeated practice, technology support	Small group and individualized instruction	During the school day, for a minimum of 2 periods per week for grades K-5
Mathematics	Grades K-5 students who score level 1 on the Fall Benchmark assessment.	Math work stations, V Math, Go Math, After-school, modeling, repeated practice, technology support	Small group and individualized instruction	During the school day, for a minimum of 2 periods per week
Science	Grade 4 students who scored a level 1 on the 3 rd grade New York State ELA exam	Close Reading, work stations, modeling, repeated practice, technology support. Out of classroom personnel will also provide AIS services to identified students. The science teacher will provide added support for students identified as level 1	Small group and individualized instruction	During the school day for a minimum of 2 periods per week.
Social Studies	Students who are identified by their teacher based on results of the benchmark assessment and unit exams.	Close Reading, technology support, research based projects.	Small group and individualized instruction	During the school day for a minimum of 2 periods per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have been identified as chronic absentees as well as students whose academic are at risk	Guidance Counselor will discuss steps students can take to	Small group and individualized instruction	During the school day for a minimum of 2 periods per week.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teaching candidates are vetted and hired centrally through the NYCDOE. This process ensures that all NYCDOE teachers meet State eligibility requirements. The school, in turn, ensures that teachers are HQT for the subject and level being sought by working collaboratively with the Network Human Resources Director.

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).

Teachers and Paraprofessionals will be supported by :

- The Administration through classroom visitations, brief cycles of observations, professional development in and outside the school building.
- Weekly professional development on Mondays as determined by PD surveys and observations.
- Weekly Collaborative Team Meetings
- Weekly Vertical Planning Meetings
- Danielson Framework PD sessions

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

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).

N/A

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.).

In order to assist preschool children from Early Childhood Programs, there is a parent orientation on the first day of school. The curriculum is common core aligned, there’s joint professional development centered with a focus on the Chancellor’s Instructional Expectations as well as professional development topics especially for pre-k teachers. There are numerous parent involvement activities such as the Spider’s Tea Party, Pre-k Olympics, assembly programs and trips. There’s early intervention screening and a student & family history questionnaire. The two pre-k classes are staffed by two experienced early childhood teachers and two experienced paraprofessionals who work extremely well as a team.

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.

Teachers plan lessons collaboratively during common planning preparation periods as well as on Tuesday afternoons. The Pre-K teachers communicate with administration regarding assessments and screenings used with the Pre-K students.

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	\$320,867	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$81,226	X	
Title II, Part A	Federal	\$184,531	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	
Tax Levy (FSF)	Local	\$1,838,680	X	

¹**Explanation/Background:**

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

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

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

- 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 our school. Therefore, PS 299 The Thomas Warren Elementary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school 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 CCLS 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;

Our 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 the School Leadership Team, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- hosting Family Day events;
- establishing a Parent Lending Library with educational materials for parents and children;
- hosting events to support fathers and grandparents and foster 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;

SCHOOL-PARENT COMPACT

Thomas Warren Field School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the 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.



Department of English Language Learners and Student Support

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<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: P.S. 299 Thomas Warren Field	DBN: 32K299
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: 30
Grades to be served by this program (check all that apply):
<input 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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School from November 19, 2014 to May 21, 2015. This instructional program will service ELLs in grades 1-5 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher will co-teach with certified common branch teachers and will provide supplementary instructions in English in alignment with the New York City and New York State content and performance standards and NYS CCLS Standards. We will focus on developing students' writing and reading skills by providing an integrated meaning focused approach, which will include differentiated instructions based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction. The program will continue in 2015-2016.

Administrative leadership will continue to show its support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 Moving-in-to English Series will focus on comprehension, fluency, vocabulary development, and provide language learners with tools and strategies of language acquisition. Grades K to 5 will utilize the Harcourt Science Series which implements the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities, and leveled science library. In addition all teachers will be using the ESL Support Book, which provides activities and ideas for addressing language needs in three critical areas: Comprehensible Input, Language and Vocabulary, Background and Experience. In order to expand the technology initiative, we will foster an understanding of the concepts and principles of technology by providing ELLs with Internet access, use of online technology and application to integrate technology in the content areas. We will implement research-based supplementary literacy computer program Destination Learning to provide ELLs with rich, diverse language.

Part C: Professional Development

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: In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an on-going professional development for the ESL teacher, as well as for teachers who are working with the ELL population. In addition, the Language Allocation Team working collaboratively with the grades inquiry teams will meet regularly to discuss a continuous improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address students weaknesses and target areas for growth. We will continue our commitment to well-designed professional development to our diverse students' population by attending monthly Professional Development workshops. We will continue to conduct ESL workshops at our school in the 2014-1015 school years with the assistance of the Instructional Support Specialist from the CFN – Children First Network 412 on topics such as: Effective Instructional strategies for ELL s, Scaffolding for Language development to Support ELL in Second Language Acquisition Stages and Developmental Levels, Differentiated Instructions for ELLs – Identifying students' learning styles, differentiating content, process, product/assessment to meet the individual student needs, Scaffolding in Math and Science, Implementation of the Common Core Standards and Data Analysis and instructional implementation.

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: To facilitate Title III parental involvement and community partnership, our school parents coordinator will continue to organize a variety of monthly parental workshops presented by bilingual instructors. At the beginning of the school years our Bilingual Parent Coordinator in collaboration with the ESL teacher distributes Parent Surveys in order to find out the needs that the parents would like to have address during Parent Workshops throughout the school year. To ensure home/school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Common Core Learning Standards, ELA Curriculum, Assessments Informational Meeting for Parents, Learn Strategies You Can Use at Home to Prepare your child for the New York State ELA and Math Exams(parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Learning Standards). We will conduct orientation Title III Afterschool Program parents conference.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____