Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (*i.e. 01M001*): **13K305**

School Name: **DR. PETER RAY ELEMENTARY SCHOOL**

Principal: **DR. JULIA MORTLEY**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS. 305 School Number (DBN): 13K305

School Level: Elementary Grades Served: PK-5

School Address: 344 Monroe Street, Brooklyn, N.Y. 11216

Phone Number: 718-789-3962 Fax: 718-622-3474

School Contact Person: Dr. Julia Mortley Email Address: jmortle@schools.nyc.gov

Principal: Dr. Julia Mortley

UFT Chapter Leader: Ms. Clora Stovall

Parents' Association President: Ms. Shaquana Sowell

School Leadership Team Chairperson: Ms. Kathy Polight

Student Representative(s): N/A

District Information

District: 13 Superintendent: Ms. Barbara Freeman

Superintendent's Office Address: 355 Park Place, Brooklyn, N.Y. 11236

Superintendent's Email Address: Bfreema6@schools.nyc.gov

Phone Number: 718-636-3284 Fax: 718-636-3266

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Ms. Debra Maldonaldo

Network Number: 531 Network Leader: Mr. Charles Amundsen

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Julia Mortley	*Principal or Designee	
Ms. Clora Stovall	*UFT Chapter Leader or Designee	
Ms. Shaquana Sowell	*PA/PTA President or Designated Co-President	
Ms. Meryl Skeete	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Ms. Kathy Polight	Member/ Teacher	
Ms. Robin Richardson	Member/ Educational Associate	
Ms. Hyreal Marquez	Member/Parent	
Ms. Melecia Lowe	Member/Parent	
Ms. Aaliyah Mack	Member/Parent	
Ms. Lincia Thomas	Member/Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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

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

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

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

The Six Elements of the Capacity Framework
• **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.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **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.
• **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.
• **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.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Public School 305 is a Pre-K to5 elementary school that is located in the Bedford-Stuyvesant section of Brooklyn, New York. It is a well-kept 52 year old building that is co-located with Middle School 301.

According to the latest available ethnic data, **77.66%** of the students are African American, **10.64%** are Hispanic an,**4.6%** are Asian, 4.79% are American Indian/Alaskan Native/Native Hawaiian/Other Pacific Islander and **2.66%** are white. The majority of our students are from low income families with approximately **86.3%** qualifying for free lunch to date.

At P.S. 305, our mission is to provide students with a rigorous curriculum that promotes thinking and creativity by focusing on developing the whole child to reach his/her potential as a learner. In keeping with our school's motto, "It takes a whole village to raise a child," our goal is to ensure college and career readiness for every learner by engaging all stakeholders in collaborative decision-making.

In keeping with the demands of the Common Core Standards (CCS) which calls for rigorous instruction, more collaborative professional learning and addressing the needs of the whole child and having knowledge of your students, we are focusing on supplementing teacher practice, the school's instructional focus, and our students' social and emotional well-being and attendance rates with programs, collaborations and partnerships that will impact upon student achievement in ELA and Math.

For the past 3 years, we have implemented PBIS (Positive Behavior Intervention Support) system to reward students for good behavior academics and attendance. This school year, we will supplement PBIS with the Cloud Nine character literacy program to address the social and emotional behaviors of students in a safe, supportive environment while tracking their progress with data. The Project Boost program will also serve to motivate 4th and 5th grade students who need an extra boost to move to Level 3 in Reading and Math. In the Project Boost program, students are motivated by participating in cultural activities and trips.

To address the needs of our struggling readers we have partnered with Reading Partners and Reading Rescue (both non-profit organizations) to provide one to one tutoring in the area of reading. We have also invested in the MyOn digital website program that allows students to access books at school or at home from any digital device (I-pad, laptop, android or I-phone etc.) to give our students an opportunity to improve in the area of reading.

In strengthening teacher practice, we will continue to provide support in the area of Math to the teachers with a consultant and given our challenge to improve student writing and make it more rigorous as per the CCLS, this year a writing consultant will work directly with the students while providing coaching and mentoring for the teachers – a professional development paradigm that we feel will be most effective in our quest to improve our student's writing. We are also strengthening teacher practice by providing them with more data training that will improve upon our school's strong practice of analyzing data using a protocol. Our goal for this school year is for teachers to use tuning protocols to not only analyze data, and look at student work, we would like teachers to reflect on lessons and invite their peers to observe them for feedback and suggestions.

In reflecting on the recommendations made last year on the Developing Quality review, it is very clear that our strength lies in setting high expectations and executing our plans to so that staff, students and parents understand the goals of the school. Our challenge however remains in moving our students to higher levels of

proficiency in the areas of ELA and Math. We will therefore focus on close reading of texts by incorporating more independent reading into our daily program, building vocabulary, improving group discussion by finding and citing text based evidence and asking higher level questions and infusing rigor into performance tasks in both ELA and Math.

In balancing out the serious work that we have started to implement for this year, we have planned some wonderful school wide activities that engage students, staff and parents in the school community. At P.S. 305, you will see our students, staff and parents become excited for example - at the Back to School Parade, Fathers Bring Your Children to School, Wear your Jersey Day, the Village Run, Random Acts of Kindness Day, Leaders in the Spirit of Martin Luther King Day, School Science Fair, Dr. Seuss Day, 100 Days of School Day, Valentine's Day Dance, Easter Sock Hop, Career Day, Field Day, the PTA Fashion Show, School Carnival and more. It is our goal this year to increase our parents' attendance in these school events by engaging them through our themed parent engagement activities.

13K305 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**188**	**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	**87.6%**	**% Attendance Rate**	**89.3%**
% Free Lunch	**86.3%**	**% Reduced Lunch**	**5.0%**
% Limited English Proficient	**9.1%**	**% Students with Disabilities**	**16.9%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**1.4%**	**% Black or African American**	**80.4%**
% Hispanic or Latino	**11.4%**	**% Asian or Native Hawaiian/Pacific Islander**	**5.5%**
% White	**1.4%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**8.17**	**# of Assistant Principals (2014-15)**	**N/A**
# 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)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.1%**	**Average Teacher Absences (2013-14)**	**8.54**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**11.6%**	**Mathematics Performance at levels 3 & 4**	**15.5%**
Science Performance at levels 3 & 4 (4th Grade)	**53.8%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

At P.S. 305, one of our major goals is to set high standards and implement instruction that is customized, inclusive, motivating and aligned to the Common Core.

In our most recent Quality Review in October 2014, it is evident that our instructional core needs to be strengthened. While our units of study incorporate CCLS and focus on close reading and citing text based evidence, we need to do the following consistently in **all** classrooms –

- Dig deeper with student data in order to make curricular and instructional adjustments so that teachers can improve unit and lesson planning to: use D.O.K to craft and ask higher order thinking questions; increase vocabulary and writing performance tasks; and strategically plan and differentiate activities for SWD's and ELL's; and improve and increase specific actionable feedback to students. Last year's Focus Quality Review also recommended that we design units and lesson plans that incorporate rigorously designed academic tasks that emphasize higher order thinking skills.

Given these recommendations, we will focus on developing structures that will allow teachers to dig deeper using student data in order to adjust instructional practices that impact on student achievement in the area of reading.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, P.S. 305 will set up structures wherein teachers can collect and analyze student data; monitor student progress and make curricular and instructional adjustments resulting in 50% of students making a minimum increase of two reading levels in the Fountas & Pinell Reading Benchmark system

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 development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
TERC Data training will be provided so that teachers can analyze student data, make adjustments to instructional practice and monitor the impact of instructional practice on student achievement. The TLP (Teacher Leadership Program) Team will also work directly with grade teams in utilizing protocols that will help teachers reflect on their lesson plans and student work in order to make curricular and instructional adjustments in the area of reading	All teachers	September 2014 to December 2014	Terc Data Coach, Principal, TLP (Teacher Leadership Team) members, Teachers
The Network ELA Coach will provide PD and guidance related to the implementation of instructional practices based on student data. The school's ELA instructional leads will also help the school streamline the professional development program based on student data. The Network's Special Education Coach will work directly with ICT teacher teams and special education teachers to ensure that strategies and activities for special education and at-risk students are appropriate and rigorous.	All teachers, Students	September 2014 to December 2014	Consultants/ Network Coaches, Principal
Support for teachers in the area of reading will be provided by the Network ELA Specialist and the Professional Development team. Support for teachers will also be provided by coaches from the Reading Partners and Reading Rescue programs. These programs provide one to one instruction in the area of reading for our Tier 3 students. Support for our students will also be provided through the MyOn digital reading program and in the new year, support for our Tiers 1 and 2 students will be provided through the I-Ready program.	All teachers	September 2014 to December 2014	Principal, Network ELA Coach Reading Partners Coach and Reading Rescue Coach, PD Team, Teachers
Parent involvement programs will include themed parent engagement activities (e.g., Hot Chocolate and Chocolates) to inform parents about the curriculum and other aspects of school life. The goal is to promote literacy development at home and encourage parents to become partners with us in educating children.	Parents, Families	September 2014 to December 2014	Principal, teachers, Parent Coordinator

Part 4 – Resources Needed

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

- Data Coach to provide TERC Data Training to teachers
- Network Coaches to provide professional development in ELA/Reading practices
- Funding for Reading Partners to provide one to one reading instruction
- Funding to purchase MyOn Digital Reading Program
- Funding to purchase I-Ready Reading Licenses
- Funding for Parent Activities
- Funding for sub teachers

PSO (CEI-PEA) has provided Reading Rescue (one to one tutoring program for first graders) Program and TERC Data Training program

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

March 2015, will be the midpoint benchmark period for us to determine if we are meeting our goal. We will determine progress by looking for 50% of our students to increase by at least one reading leve

- Teachers will administer the second round of the Fountas & Pinnell reading benchmark system starting in January 2015 and ending in February 2015.

By June 2015, we will determine progress by looking for 50% of our students to increase by at least two reading level.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

At P.S. 305, it is one of our goals to provide a supportive environment for children by establishing a culture that makes children feel safe and supported by teachers and peers.

In the past 3 years, we have been implementing PBIS (Positive Behavior Intervention Support) system to reward students for good behavior, academics and attendance. We have established a **Go Green** chart structure to monitor student progress in daily behavior and the S.T.A.R. (**S**afety; **T**ake Responsibility; **A**chieve Goals; and **R**espect for All) system to reward students for consistently demonstrating these traits. As we continue to establish this PBIS system, individual student attendance still remains a challenge. Our attendance rate dropped to 89% last school year due to low attendance on half days, early dismissal days and days with inclement weather. This year our goal is to improve attendance to 90% while supporting our students with a social emotional character education literacy program like Cloud Nine (a recommendation that was made on last year's Focus Quality review)

Given that our attendance rate has fallen below 90%, we will focus on engaging students, staff and parents to participate in a system that focuses on promoting positive social and emotional behaviors and rewarding students for demonstrating these positive behaviors and good attendance

Part 2 – Annual Goal

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

By June 2015, we will see an increase of 1% in overall student attendance (from 89% to 90%) as evidenced by participation of staff and students in a comprehensive school wide PBIS program to promote social and emotional behaviors for a successful, safe, supportive and collaborative environment

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 development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
The Attendance Team will track the attendance of students through reports that monitor students who fall below 90% monthly. For students whose attendance fall below 90% but make improvements each month, the team will reward and acknowledge them for making progress. The Attendance Team will ensure that procedures are followed and that all key players understand their roles. Correspondence regarding attendance expectations will be shared with parents throughout the year	Students	September 2014 – June 2015 Monthly	Attendance Team members, Principal, Teachers
The PBIS Team will continue to attend City wide and Network sponsored meetings. The PBIS Team will continue to set up the reward students with S.T.A.R. Bucks when they improve in attendance, Stay on Green for the week (for good behavior) and attain 85% or better on their class based unit tests and school benchmark tests. The teachers will record the number of S.T.A.R. Bucks that students have accumulated in these three areas on a monthly basis via a PBIS Data tracking sheet and submit to the PBIS team. Team members in turn track this student data to reward students with S.T.A.R. Bucks so that the students can shop in the S.T.A.R. Bucks store. The PBIS Team and the Attendance Team will collaborate to sponsor themed activities like *Club Day*, *Mardi Gras* Day, *Over the Big Top* Day etc. to motivate students to come to school on half days, early dismissal days and days with inclement weather. The Network's PSO (CEI-PEA) will provide the Project Boost program for 4th and 5th graders so that they can participate in cultural motivational activities to boost self-esteem and academics.	Teachers, Students	September 2014-2015 Monthly	Network PBIS liaison; PBIS Team members, Principal, teachers
Parents will be notified when their children achieve good attendance, demonstrate good behavior and accomplish good grades. They will be notified with good news if their children also improve in attendance, behavior and academics. Our Parent Teacher Engagement activity in May will include an awards ceremony for both the students and the parents. The PTA will sponsor a Student Awards/Recognition ceremony every other month at meetings.	Parents/ Guardians/ Families	September 2014-2015, Monthly	Attendance and PBIS teams, Teachers, Principal, Parent Coordinator
In January, the Cloud Nine character literacy program (which will be provided by the Network's PSO (CEI-PEA) will be introduced as a supplement to our existing PBIS program to track the social and	Teachers, Students	January 2015 – June 2015	PBIS Team, Principal, Teachers

emotional behaviors of the students. The implementation of the program will take place after training. The data relating to in the Cloud Nine program will be shared with the school community			

Part 4 – Resources Needed

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

- PBIS Team Coach to turnkey information learned from Citywide and Network sponsored trainings
- PBIS Team members to provide professional development to staff
- Funding for S.T.A.R. Bucks store items
- Funding for Parent awards

PSO (CEI-PEA) will provide **Project Boost** (a motivational program for 4th and 5th graders to boost self-esteem and academics through cultural activities) and the **Cloud Nine** character literacy program (for grades PK-5) as a supplement to our PBIS program.

Part 5 – Budget and Resource Alignment

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

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

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

School Fundraisers

Part 6 – Progress Monitoring

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

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

By the end of January 2015, we will assess our first term attendance to determine progress towards our goal.

- Daily ,weekly and monthly monitoring of attendance will take place
- Monthly attendance will be shared with the staff
- In January we will be looking for 90% or better in overall attendance
- We will also look for the number of students who improved their attendance from the beginning of the year to the end of January by 5%

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

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

At P.S. 305, our goal is to motivate all teachers to be committed to the success and improvement of their classrooms and the school. It is our goal to establish a culture of professional collaboration wherein teachers will participate in professional development that will lead to increased student achievement and continuous improvement.

- In our most recent Quality Review we were rated as proficient in the area of Teacher teams and leadership development. Our success in this area can be attributed to the formation of our Courageous Leadership team. The training that this team received from the Hope Foundation two years ago led us to not only re-author our school's mission statement but to embrace a data collection and analysis protocol to analyze student data and record next steps. Last year, two Courageous Leadership team members were sent to the SRI Conference in Boston, MA, to learn more about how to use protocols with teacher teams. After they returned from the conference, they were equipped to share another protocol (Looking at Student Work) with the staff. Now that we are a part of the Teacher Leadership Program (TLP) this school year, the TLP team members will turn-key yet another protocol to the teachers so that they can reflect on lessons, enhance them and adjust practice. As the TLP garners more training throughout the year, the intended outcome is for the TLP team members to train the teachers who currently plan together to sustain the work of using protocols to cull and analyze data in order to determine next steps for students and adjust instructional practices. As per the recommendation made on the Focus Quality Review last year, teachers need to be supported to effectively analyze data to glean information about students' progress and learning needs in order to make timely adjustments to curricula and instruction.

Given that our goal for this school year is to enhance and deepen the work of teacher leadership and to cultivate a culture wherein teachers continually support each other, grow in practice and build capacity to increase student achievement, we will utilize tuning protocols to adjust instructional practice related to writing performance tasks.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015 all teachers will be engaged in teacher collaborative team work to evaluate writing performance tasks as measured by appropriate rubrics and a prescribed protocol to adjust teacher practice so that 5% of students in grades 3 to 5 move from level 2 to level 3 on their MOSL performance task by May 2015

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 development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
The Teacher Leadership Team (TLP) will attend DOE sponsored professional development to turn key protocols that can be used to reflect on lessons and adjust practice. Teachers/grade teams will practice protocols	Teachers	October 2014- May 2015	TLP Team members
School's Inquiry work will focus on grades teams/teachers using the data analysis process learned through TERC data training to work collaboratively to identify the students' areas of weakness on the MOSL performance task and craft a prescribed plan of action for each student. Teachers will research and implement strategies to improve student outcomes, especially for ELL's and SWD's to ELL's and SWD's. The Network ELL and Special Ed Coaches will support teachers by providing strategies that they can use in writing for ELL's and SWD's.	Grade teams, teachers	September 2014- June 2015	Network ELL and Special Ed Coaches, Teachers/Grade teams
Grade Team teachers will use glean information from student data to create ELA unit plans and performance tasks which will be measured by common core aligned rubrics. Teachers will be supported in writing unit and lesson plans by the Center for Professional Educators and Teachers (CPET) writing coach. The CPET Coach will also conduct lessons directly with the students, serving as a model for the teachers	Teachers	November 2014 – June 2015	TLP and PD team members
Teachers will share progress reports with parents/families on how students are performing on ELA writing performance tasks.	Parents, Families	October 2014 – June 2015	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• TLP Teacher Coaches to turn-key information • Network ELL and Special Ed Coaches/Specialists to provide strategies for ELL's and SWD's • Center for Professional Educators and Teachers (CPET) and Network ELA Specialist will provide professional development in writing • Funding for sub teachers

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**		**Title III**	x	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

By February 2015, grades 3-5 teachers will evaluate the results of the mid-year MOSL performance assessment for growth to level 2 on the performance task rubric

- TLP team will engage in a fishbowl protocol activity for the teachers in January 2015
- The Principal will observe teachers and give feedback on the use of the protocol
- The Principal will give observational feedback on strategies used by teachers to improve student writing

Teachers will administer mid-year MOSL assessment by the end of January 2015

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.	D
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.

It is the goal of leadership to nurture the professional growth of teachers and staff and deliver the instructional and emotional support needed to drive student achievement.

- At the beginning of the school year, the principal communicates high expectations to the staff by discussing the State and City Wide Expectations; sharing student achievement results and school reports, reviewing the Staff Handbook, and engaging the community in setting goals for the school year. Engaging in the goal-setting activity together helps us to build a culture of mutual accountability and professionalism wherein all staff members begin to understand the expectations from the Danielson Rubric, ongoing professional development participation, grade team planning; and curriculum implementation. Giving staff an opportunity to have input in goal setting fosters a culture of collaboration and teacher leadership.

Since clear expectations are also communicated around teacher practice and student achievement, one of the goals is to evaluate teacher practice using the Danielson Framework for Teaching rubrics

Part 2 – Annual Goal

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

By June, 2015 the school leader will implement frequent cycles of observations using the Danielson Framework for Teaching so that 75% of teachers will demonstrate proficiency in their instructional practice as evidenced by 1 HEDI rating increase in one of the required components in Domain 3 (instructional practice) in the ADVANCE evaluation system

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 development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Teachers will meet with Principal to establish one to two professional instructional goals based on last year's areas of weakness as reflected on the Danielson Framework for Teaching rubric	Teachers	September 2014-October 2014	Principal
Principal will observe teachers and give feedback, especially in the goal that they are working on for the year.	Teachers	September 2014-October 2014	Principal
Teachers will engage in peer observations based on data analysis process of looking at student work and reflecting on lessons through the use of protocols.	Teachers	January 2015 – June 2015	TLP members
Talent Coach will provide PD on Domain 3 components for staff	Teachers	January 2015 – June 2015	Talent Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Talent Coach to provide training • Funding for subs cover classes for peer observation and Danielson component training

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

• Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, Principal will conduct one on one sessions with teachers and analyze ADVANCE reports to determine the percentage of teachers who moved up one HEDI rating in one of the required components in Domain 3. • Each teacher will conduct a self-assessment on teacher practice progress before coming for one on one conference and bring student work to discuss progress. Principal will pull tracking reports from ADVANCE in preparation for one to one conferences				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Principals' goal is to provide a warm and welcoming environment for families and developing partnerships to bring the much needed resources for families and students into the building.

- With regard to establishing partnerships with families to support students' progress towards college and career readiness, we have shared our expectations for meeting and making progress towards grade level standards during Meet and Greet Night with parents. We are working to improve our communication with the parents by developing class websites (it is our goal for all teachers to share websites with the parents for the new year) and engaging them in fun activities during Parent Engagement Tuesdays. During some of these activities, we will keep parents/families abreast of their children's progress and any other salient information that they need to know.
- Last school year (2013-2014), 45% of parents completed the NYC School Survey.

In focusing on more parent engagement activities this year, our goal is to steadily increase parent attendance in parent engagement activities and invite parent sin one of the fun parent engagement activities to fill out the survey.

Part 2 – Annual Goal

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

By June, 2015, there will be a 10% increase in parent involvement as evidenced by attendance of parents/families at parent engagement activities throughout the school year .

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 development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
During Parent Engagement Tuesdays, teachers will plan activities for parents, work on websites, create a newsletter, and work on progress reports	Parents/families	September 2014-June2015	Teachers, Parent Coordinator, Principal
Parent Coordinator will plan workshops related to the Common Core standards. Teachers will also engage parents in activities related to the curriculum during Parent Engagement Tuesdays	Parents/families	September 2014-June2015	Parent Coordinator
Teachers will meet with parents at Parent Teacher Conferences , parent Engagement Tuesdays and other convenient times to inform parents of student progress	Parents/families	September 2014-June2015	Teachers
Class websites will provide parents with specific information and keep parents informed on what's taking place in the classroom.	Parents/families, students	September 2014-June2015	Principal, and two Courageous Leadership team members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Parent Coordinator to conduct workshops • Funding for parent activities

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.

By the end of January 2015, the data for Parent Engagement Tuesdays will be analyzed for increased parent attendance • Parent coordinator will send out flyers to parents informing them about Parent Engagement Tuesdays activities • Teachers will plan and conduct activities				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 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)	K-3 – Students scoring between 0% – 74% on Beginning of the Year Ready Gen Baseline Assessment Gr 4- Students whose scale scores on the 2014 NYS ELA test fell below 299 on the 3rd grade NYS ELA test. Gr 5- Students whose scale scores on the 2014 NYS ELA test fell below 296 on the 4th grade NYS ELA test.	**Tier I Interventions:** Differentiated Instruction, Read-Alouds, Shared Inquiry; I-Ready Computer Adaptive instructional program. **Tier II Interventions**: Repeated Reading, Interactive Read-Alouds, Guided Reading, Teacher-Student Conferences I-Ready Computer Adaptive instructional program. **Tier III Interventions**: Great Leaps, Reading Rescue, Reading Partners	**Tier I** – small group in the classroom; Individual **Tier II**- targeted small group in the classroom; Individual **Tier III**- targeted small group or one to one tutoring by a teacher, paraprofessional or Reading Rescue and Reading Partner teaching professional who pulls students out	**Tier I** – During the school day **Tier II**- During the school day **Tier III**- During the school day
Mathematics	K-3 – Students scoring between 0% – 74% on Beginning of the Year Go Math Beginning of the Year Assessment Gr 4- Students whose scale scores on the 2014 NYS Math test fell below 293 on the 3rd grade NYS Math	**Tier I Interventions:** Cooperative Problem Solving, Tiered Tasks Fluency Activities; I-Ready Computer Adaptive instructional program. **Tier II Interventions**: Re-teaching small group instruction; use of manipulatives;	**Tier I** – small group in the classroom; Individual **Tier II**- targeted small group in the classroom; Individual	**Tier I** – During the school day **Tier II**- During the school day

	test. Gr 5- Students whose scale scores on the 2014 NYS Math test fell below 296 on the 4th grade NYS Math test.	increased and focused vocabulary instruction and concept development; I-Ready Computer Adaptive instructional program. **Tier III Interventions**: Re-teaching individual content and prerequisite knowledge	**Tier III**- targeted small group or one to one tutoring by a teacher	**Tier III**- During the school day
Science	K-3 – Students scoring between 0% – 74% on Beginning of the Year Ready Gen Assessment Gr 4- Students whose scale scores on the 2014 NYS ELA test fell below 299 on the 3rd grade NYS ELA test. Gr 5- Students whose scale scores on the 2014 NYS ELA test fell below 296 on the 4th grade NYS ELA test.	Integrating Nonfiction text through literacy Same as above	Small Group/One to One Same as above	During the school Day
Social Studies	K-3 – Students scoring between 0% – 74% on Beginning of the Year Ready Gen Assessment Gr 4- Students whose scale scores on the 2014 NYS ELA test fell below 299 on the 3rd grade NYS ELA test. Gr 5- Students whose scale scores on the 2014 NYS ELA test fell below 296 on the 4th grade NYS ELA test.	Integrating Nonfiction text through literacy Same as above	Small Group/One to One Same as above	During the school Day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students whose parents agree to at-risk counseling as per recommendation of teacher/staff.	At-risk Counseling	Small group and one to one	During the school Day

13K305 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**188**	**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	**87.6%**	**% Attendance Rate**	**89.3%**
% Free Lunch	**86.3%**	**% Reduced Lunch**	**5.0%**
% Limited English Proficient	**9.1%**	**% Students with Disabilities**	**16.9%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**1.4%**	**% Black or African American**	**80.4%**
% Hispanic or Latino	**11.4%**	**% Asian or Native Hawaiian/Pacific Islander**	**5.5%**
% White	**1.4%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**8.17**	**# of Assistant Principals (2014-15)**	**N/A**
# 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)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.1%**	**Average Teacher Absences (2013-14)**	**8.54**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**11.6%**	**Mathematics Performance at levels 3 & 4**	**15.5%**
Science Performance at levels 3 & 4 (4th Grade)	**53.8%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

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

13K305 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**188**	**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	**87.6%**	**% Attendance Rate**	**89.3%**
% Free Lunch	**86.3%**	**% Reduced Lunch**	**5.0%**
% Limited English Proficient	**9.1%**	**% Students with Disabilities**	**16.9%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**1.4%**	**% Black or African American**	**80.4%**
% Hispanic or Latino	**11.4%**	**% Asian or Native Hawaiian/Pacific Islander**	**5.5%**
% White	**1.4%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**8.17**	**# of Assistant Principals (2014-15)**	**N/A**
# 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)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.1%**	**Average Teacher Absences (2013-14)**	**8.54**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**11.6%**	**Mathematics Performance at levels 3 & 4**	**15.5%**
Science Performance at levels 3 & 4 (4th Grade)	**53.8%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
• School administration will work with the Network's HR liaison to ensure that all teachers are highly qualified • Form partnerships with local colleges to identify new staff • Attend Central borough wide hiring fairs

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).
• Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.).
• Set up a Pre-K & K Open House week to meet with parents of transitioning Pre-K – K students • Parent Coordinator will greet parents and give them a tour of the school • PK Social Worker will share information on curriculum, parent involvement activities, early intervention services • Engage the parents in fun hands-on workshops relating to the curriculum

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.
• MOSL Team members and Principal attend beginning of the year MOSL training session together • MOSL team members meet with Principal to discuss trends in assessment results from previous year • MOSL Team members and Principal reach a consensus on best assessment options and decide on the multiple assessments that would be best to track and monitor student performance in identified areas of weakness • MOSL Team and Principal share assessment options with the staff

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	177,485	x	10,16,18
Title I School Improvement 1003(a)	Federal	TBD		
Title I Priority and Focus School Improvement Funds	Federal	45,383	x	10,16
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,107,437	x	10,16,18

[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.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Dr. Peter Ray 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 13	Borough Brooklyn	School Number 305
School Name The Dr. Peter Ray School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Julia Mortley	Assistant Principal
Coach type here	Coach type here
ESL Teacher Joanna Wizner	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lorie Ayers
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	200	Total number of ELLs	19	ELLs as share of total student population (%)	9.50%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	**Newcomers (ELLs receiving service 0-3 years)**	17	**ELL Students with Disabilities**	2
SIFE	0	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17			2			0			19

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	17	0	0	2	0	0	0	0	0	19
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2		1	1	2								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	2		2	3	2								12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	4	0	3	4	4	0	0	0	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	1		1								6
Intermediate(I)		2			1	2								5
Advanced (A)	1		1	1	1	1								5
Total	3	3	2	2	2	4	0	0	0	0	0	0	0	16

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3								3
8									0

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

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

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

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

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

   In order to access the early literacy skills of ELLs, PS 305 uses Fountas &Pinnell. This assessment tool is our baseline and provides insights regarding individual strengths and weaknesses of the students. Our students are mostly on the beginnning level of the language acquisition therefore, in the efford to bridge the gap, they need to focus more on vocabulary development and reading/

writing skills. The data serves in aiding instruction and setting teacher/student goals to meet the lingiustic, cultural and educational needs of all ELLs.

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

The NYSESLAT results from the Spring 2013 and LAB-R results from the Fall indicate that there are thirteen ESL students at the Beginning level, two students at the Intermediate level, and four at the Advanced level at PS 305 this year. According to this data, our Advanced students are usually in the upper grades and they succesfully graduate and transfer to the middle schools. In recent years we started receiving a greater influx of newcomers of any age across the grades. Therefore, majority of our ELLs are the newcomers at the very low level of language proficiency. However, our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient. We don't loose our focus and we strive that the Intermediate and Advanced students who quickly became proficient in Listening and Speaking (social language- BICS) also receive a quality instruction and additional work targeting their reading and writing skills (academic language-CALP).

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

At this time we do not have the NYSESLAT modalities results because the ATS reports that give us this insight were not provided this year.

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school system, apart from being in the ESL program, they receive a content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction.The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year and as for the year 2013-14 the results show that our student make small but steady gains. The progress of all ELLs and the former ELLs is being monitored in order to provide additional help and support if necessary.

4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. As for the patterns across the grades, our Kindergarten students usually move up quickly with the language proficienly levels from the beginning level to Intermediate. This year two of our K students moved to the Advanced and Intermediate levels. Two students remained at the Beginners levels and they are those who only recently arrived to the U.S. and they need extra vocabulary and writing instruction. Our Advanced students are usually mostly represented in the upper grades, and this year we don't have many numbers of this proficiency level since majority of them were either transferred or graduated last year. Therefore, this year most of our students are the newcomers at the Beginner levels.

b. After receiving the results from the ELL Periodic assessment, the school leadership and the teachers reviewed the data to determine the strengths and weakneses of the ESL students, and shared the results among the staff to plan future rigorous instruction.

c. This year our school has not administered the ELL Periodic assessment yet, however the result patterns have shown that it is their insufficient reading and writing skills that hold our students back from achieving the language proficiency level. Listening and Speaking language modalities belonging to those students score the highest points. Additional support in Reading and writing is offered in the ESL and general education classrooms.

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

All students at P.S. 305, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When students is in need for ESL services, the literacy skills are also assessed so that the students could also receive high-qualityinstructional support in the general classroom. If, in spite of strong core instruction, the student is not showing much progress , the data is used to identify the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, to make educational decision about the additional special education services.

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

In order to ensure that the student's second language development is included in instructional decisions, teachers match the curriculum with the student's assesment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while

using pictures, conctere objects and videos in order to support student's learning. Teachers also make sure that they build on the student's background knowledge, provide the opportunities to work with the peers who speak the native language. Language native supports used in the classrooms include also online google translators, glossaries, and a small collection of word to word dictionaries and native language books in the ESL classroom. During the lesson teachers make sure to explicitly teach the key vocabulary, and to review main points and ideas suported with graphic organizers, charts and other visuals to support comprehension.

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

At this time P.S. 305 does not offer dual language programs.

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

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELLs meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school, apart from being in the ESL program, they receive content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction.The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other. This year two of our Kindergarten students moved up to Intermediate and Advanced level, we aslo have one advanced student in the 3rd garde and one in the fourth. The majority of our ELL population consists of the newcomers who need additional time and support to develop their skills and also move from the Beginning level. Apart from the state standarized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The other common practices are performance-based assessment and portfolio assessment.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the newly registering parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the pedagogue present in the office, Ms. Wizner, the licensed ESL teacher together with the secretary who assist the parents during the whole process. In case of the language barrier, school staff members serve as translators of Polish or Spanish language; in the case of other languages the Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The child that scores at or below proficiency level becomes eligible for ESL services. The scores are first written down and accessesd by the ESL teacher, and are later comfirmed with the ATS report (RLAT). Students who speak Spanish at home and score at or below proficiency level are also administered Spanish LAB-R to determine language dominance. The ELL Identification process is completed within 10 days after child's enrollment.

Every year, the English language development of ESL students in Reading, Writing, Listening and Speaking, is being evaluated with the NYSESLAT test. In order to make sure that all of ESL students who are eligible receive the test, NYSESLAT Eligibility Roster (RLER) is generated from the ATS and carefully reviewed by Ms. Wizner, the ESL teacher. (LAT) function shows all of the eligible students as well as their Home Language and years of service. With that, once the testing window is opened, the students are administered four parts of the NYSESLAT test which is divided into four modalities of the language. Each day the attendance is taken to ensure that all of the students receive the tests. In case of the student's absence, there is the make up session provided within the testing window.

Moreover, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) every year, in September. With the report, Ms. Wizner determines the students who achieved proficiency. Their parents are informed by the Non- Entitlement letter. Those, who have not tested out, are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. The NYSESLAT results are broken down into four language modes: listening, speaking, reading and writing. Those results enable the ESL teacher to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year, and determine how much instructional time should be spent in ESL classroom. Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. All of the above is also included in the Continued Entitlement letters sent to the ELL parents.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

During the first two weeks after the beginning of a school year, the parents of ELLs are informed, via formal letter, by phone or individually by person, about their child's language assessment, and invited to the Parent Orientation meeting. There, the entitlement and non-entitlement letters are distributed to all of the parents whose children had been given the LAB-R. In addition, the parents of the children who scored below the cut off scores receive the ELL Parent Brochure and view the informational video in their native languages that describe and explain all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). They also receive Parent Survey and Program selection form. All of the forms are provided in the parents' home languages, and are collected at the end of the meeting. If the forms are sent home, they are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL teacher.

Ms. Wizner, the ESL teacher and Ms. Ayers, the Parent Coordinator both make sure that parents' preferences regarding the three program choices are met. During the orientation or later, at the individual meeting, they discuss all of the options with the parents who have previously chosen a TBE or Dual Language Program, which are not available at our school at this time due to low numbers of our ELL pipulation. Ms. Wizner keeps the record to track of all data regarding the parents program choice. In case one of the programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decision and possible student's transfer.

In case of any language communication issues, the multilingual staff available at school serves as translators between the teacher and the parent. In other instances the Parent Coordinator or ESL teacher use the services of Translation and Interpretation Unit provided by NYC Department of Education. The Parent Coordinator seerves also as a Language Assistance Coordinator makind sure that all school-parent correspondence gets translated into the appropriate langauges before is distributed to take home.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Entitlement, Placement letters and the Program Selection forms are distributed during the Parent Orientation meeting. During this meeting Ms. Wizner, the ESL teacher, and Ms. Ayers, the Parent Coordinator, provide the parents with the information regarding NYS mandates of eligibility for ESL programs. The parents have the chance to view the NYC Chancellor's informational DVD on program choice options, available in their languages (Transitional Bilingual Education, Dual language, Freestanding ESL), have the opportunity to ask questions and discuss them, and finally fill- out or return the Program selection forms. At the end of the orientation, Ms. Wizner collects Parent Surveys and Program Selection forms which, after careful reviewing, are stored in the proper file in the cabinet of the ESL clasroom together with all of the copies of Entitlement and Placement letters that were distributed. If the Program Selection form is never returned, the default program for ELLs is the Transitional Bilingual Education however, in our school, the default program is ESL.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

During the orientation meeting and after watching the information video, the teachers and the administrators communicate with the parents, answer the questions, describe the programs and help them to decide about the proper placement. Most selection forms are returned at the Orientation or via children returning them to school. If the parents are not present during the Orientation and Program Selection form has not been handed in or returned, the ESL teacher meets them on a make-up day, follows up with a personal mailing (sends the Program Selection form home), makes phone calls if necessary. During the whole process PS 305 uses the translated materials and brochures, and the services offered by Translation and Interpretation Unit as well as onsite interpretation services, as needed. If the form is not returned, the default program for ELLs is the Transitional Bilingual Education.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT test is administered each year in the Spring, to all Language Learners in grades K-5. To identify the students the ATS report is used, the RLER, which shows all the students eligible to take the NYSESLAT. The results of this test are used to monitor the progress of the students in their language development, and to determine if the student is to continue his or her ESL services at the school. The school selects the dates of administration within the test administration window. Before the test is administered, the

testing coordinator keeps it in a secure, locked room, and releases the booklets to test administrator on the first day of the test. The booklets are later returned to the same secured room. The school usually administers the subtests in a following sequence: Speaking, Listening, Reading, and Writing. All parts of the NYSESLAT are administered by the ESL teacher however, the same teacher does not score any one of them. For the Speaking subtest, another teacher is present in the room while the test is being administered, listenes and scores the student's responses. For the Writing subtest, the group of teachers score the constractive response questions, and one teacher score no more than half of the test booklet.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

After reviewing the Parent Survey and Program Selection forms by Ms. Wizner, the ESL teacher, from the past three years, the results of the paperwork indicate that most parents choose the Freestanding ESL program. It becomes apparent that only in few instances, the parents of the upper grade students were considering the bilingual program but reclined the transfer of the child to another school where such programs were available. This year two of the newcomer parents chose the Transitional Bilingual program however, because of the low number of ELL population at PS 305, as of now, the English as a Second Language is the only program offered. The ELL parents decided to leave their children at our school and usualy they are very content with the final placement.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a) P.S. 305 implements a Pull- Out organizational model for a Freestanding English as a Second Language Program (ESL). The language of instruction is English.

b)Usually the students are grouped by language fluency within the age parameters however, this year because of time and schedule constrictions , the program follows the heterogenous model (mixed proficiency levels). There are three groups that are heterogenous and ungraded where Kindergarten and first grade, fourth and fifth grade, and five grade students that are together in one class and their language proficiency levels are mixed so that the more proficient students could provide support to those who need extra help.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

In 2013-2014, there are 19 students from K-5 grades at our school. They range from the Beginners to Advanced and Proficiency levels, and according to their language proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. In compliance with CR Part 154 our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes.

a) All ESL students receive the same academic content as those students who are native English speakers so that ELL students could achieve proficiency and attain the standards established for all students for a grade promotion and graduation. Therefore, at PS 305, ELL students attend reading and Writing workshops which totals 405 minutes a week. According to the grade, all P.S 305 students receive either one period of Math everyday, around 450 minutes per week. All students receive three periods of 45 minutes of Science and Social Studies a week. They receive required instruction in one Technology classe, ann this year the teachers also integrate the Art and Music and Physical Education into their everyday curriculum. In those content areas the teachers concerned with the language needs of ELLs modify thei instructional language and scaffold the instruction in order to ensure students understanding.The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance. In order to help ESL students to achieve proficiency in language so that they could attain the same standards established for all students at each grade level- the Articulation Forms are filled out monthly by the classroom teachers. They serve in communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. Also, the ReadyGen and Go Math programs used in K-5 grades at PS 305 have ESL specific components which helps ESL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the ESL classroom, many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. The teacher uses unformal assessments and running records almost on everyday basis.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In order to help ESL students to achieve proficiency in language and academics so that they could attain the same standards established for all students at each grade level, the Articulation Forms are filled out monthly by the classroom teachers, and curriculum overview maps are shared. They serve as communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation. The ESL classroom materials include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, and Prentice Hall Regents ESL which is literature- based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in the ESL program, the word wall often includes word native language translations and cognates. The students also use dictionaries and glossaries, same language speaking peer support, native language library books, and international websites. The teacher uses Informal assessments and running records.

Beyond explicit ESL, General Education teachers are concerned with the language needs of ELLs. Therefore, they constantly monitor students' understanding of linguistically challenging material, and utilize the ELL targeted parts of the Ready Gen program, and Go Math! program. They use a shared reading module, a variety of phrasings and synonyms to clarify meaning, and scaffold the

instruction with visual aids such as maps, illustrations, and graphic organizers to increase comprehension. If possible, the students are paired-up with an English proficient student who can assist with language translation, and help with the classroom activities during the day.

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website.

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

At the beginning of their first year at school, students and their parents are informally interviewed to gather information about the students' background. Those who speak Spanish at home and score at or below proficiency level on the English LAB-R, are also administered Spanish LAB-R to determine language dominance. If eligible, students receive English as a Second Language Instruction throughout the year helping them achieve the academic goals and to close the gap between them and their English speaking peers. In regards to language, all ESL students have an access to native language materials that provide support during the daily acivities, and the testing accomodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation.

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

ELLs are appropriately evaluated througthout the school year in four modalities in English aqusition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening, so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

In the classroom centers: reading center, writing center, word wall, math center, listening center (computers with the headphones, cd player with radio), as well as smartboard, ipads are used, so the students can develop their language proficiency in all langauge modalities. Furthermore, the NYSESLAT Periodic Assessments throughout the school year, all the formal as well as informal assessments of ELLs indicate the concetration of the instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population are focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities -reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore, an ESL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. While the Beginners are given the full attention and support in developing their skills in all langauge modalities, there is a focus on the improvement of the Reading and Writing skills especially for the students on Advanced and Intermediate levels.

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our goal for the school's LAP is to ensure that instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-termed ELLs, and beginner, intermediate and advanced. We have compiled assessment data from ARIS, LAB-R, NYSESLAT and State Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities. In order to determine number of years of ESL service for ELLs, school administrators we use RYOS code on ATS.

a) This year P.S. 305 has no SIFE student (Student with Interrupted Formal Education) but once SIFE students are identified, P.S. 305 would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent.

Also, P.S. 305 would make available all existing support structures such as Extended Day, or Speech and Language services which could benefit the student.

b) Newcomers are students who are being serviced 0-3 years, very often have recently immigrated and have very limited English language skills. They are usually at the Pre-Production and Early Production stage of Second Language Acquisition. When a new ELL student is registered in our school, we provide an informal student orientation. An informal assessment is provided to identify possible Academic Intervention programs. There is an ongoing home- school communication. If possible, the student is paired-up with the student who can assist with language translation and help with the classroom activities during the day.

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading

and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. At this stage, our teachers may utilize visuals and hands-on activities to ensure the student's understanding of content area subjects while the student is acquiring English. The newcomers who have been in the U.S. schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Newcomers have access to computer assisted language learning software (Kidspirations, FunPhonics) that provides them with the basic reading and comprehension skills. All ELLs have access to web-based programs (Reading A-Z, Fun Brain, and Starfall). We also provide a small collection of bilingual/native language reading books in the classrooms with ELLs and in the ESL library that newcomers can check out to take home.

Additionally, because NCLB requires ELA testing for ELLs after one year, the instructional plan is used to maximize opportunities for ELLs to acquire language and concepts by differentiating instruction and a variety of scaffolding techniques to meet the needs of students. Teachers encourage ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English. Beginners are paired with English speakers who can provide good modeling during the Small Group Instruction students are learning and practicing reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea).

c) ELLs receiving service from 4-6 years are mostly at the Intermediate or Advanced language proficiency level. Instruction for those students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

d) The instruction for students who completed 6 years of ESL (Long term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn.

In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests.

Same support structures are provided.

e) Our four, special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP.

This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Based on the individual, ESL strategies and instructional methods are utilized. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person. In addition, all the newcomers and SIFE students are constantly monitored for possible special needs status. P.S. 305 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator.

ESL students who achieved English language proficiency continue receiving transitional support and are permitted to have testing accomodations for up to two years after testing out on the NYSESLAT.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   Our school uses the comprehensive researched based program for grades K-5, Ready Gen. It contains precisely leveled, print-based learning and teaching resources combined with many additional materials like "Scaffolded Strategies" handbook with Spanish cognates that support language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolded instruction. All the grades are using also Go Math! program.Teachers use differentiated instruction and utilize visuals, different graphic organizers, and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with Smart Boards, laptops and online resources.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

   The ESL teacher uses the Articulation Forms as the means of communication with classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The students are pulled out of the classroom and receive the proper amount of ESL services together with other peers. They use Starfall online reading program and Reading A-Z online

reading base to provide them with technical support, and ESL strategies to develop their reading and writing skills while working with a content based materials that are aligned with the State Standards. The teachers use and share their curriculum maps which include modifications for ELL, and meet during the common preps four times a week. The goal is to plan on their instructional and educational strategies as a grade team and to collaborate with auxiliary staff members. Vertical groups meet across a grade once a week to look at students' work. Inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning. In order to ensure that flexible programming is used to maximize time of ELL students with disabilities (SWDs) spent with their non-disabled peers the Integrated Co-Teaching classrooms are opened, and all school curricular and extracurricular programs are available to all students including SWDs.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

   The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses the Ready Gen program which also includes a specific ESL component, and Go Math! program with all their supports.

   Cluster teachers also serve as Academic Intervension Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II intervensions include ESL teacher, Resource Room teacher, and Speech Therapist. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. We use Guided reading, and vocabulary quizzes to make instruction more involving and effective. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website. All of the intervention programs for ELA, Math and other content areas are offered in English but with the native language support whenever needed. For the state tests in Math and Science, the translated versions and glossaries are available.

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

    The ESL program at P.S. 305 is devoted to meet the needs of all ELL students and help them achieve proficiency in language as well as in all content areas. Starting from the very first years the students are involved in developing their phonemic awareness, phonic skills, basic and complex vocabulary,fluency and comprehension so that they could become successful readers and writers, all while using the materials that are content based, including Social Studies and Science. They also receive instruction in Mathematics, this year especially using the Go Math! program curriculum and lesson plans making use of its manipulatives and intervention activities.

    The effectiveness of our current program is measured by the ELL students results in the formal assessment, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ESL class as well as in the content area classess. ELLs are making steady gains on the assessment and in both content and their langugae development by moving from one to the next proficiency level in order to become language proficient. For example, the general patterns across proficiency and grades in the years before have shown that many ELL students who were Intermediate or Beginner, after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students.

    It is often noticeable that ELLs who are taking the ELA after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESl teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classrom grades, observations and conferences with teachers, informs ESL teacher for the future planning.

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

    This school year the ESL teacher is aligning the ESL curriculum with the literacy curriculum of the ReadyGen program and Math from the GoMath! ESL students will also be a part of the Reading A-Z, the online leveled reading program that is using many fictiona and non-fiction books and materials that are coorrelated woth Common Core Standards, and teach guided reading, reading proficiency and comprehension.

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

    There are no programs/serices that will be discontinued for ELLs at PS 305. The only difference are the core programs, ReadyGen and Go Math! that are being introduced this year.

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

    All ELLs at PS 305 participate in curricular ReadyGen and Go Math! programs. They have an equal access to all afterschool programs and supplemental services offered in our building. Also, Tier III intervention specialists who serve all the students and their parents include guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and

language therapist, social worker, and psychologist. Morover, the students take part in the community building activities, enjoy participation in our basketball team, cheerleaders, dance group, peer mediators conflict resolution programs, student governmen and Safety Patrol, Step Team, PAL, Double-Dutch Team. Some of former and present ELL students have been chosen to be part of the Student Government and are represented regularly on the Principal's Honor Roll List. Many ELLs attends the afterschool Woodwind tutoring and homework program. Afterschool instruction is given in preparation for the state exams for grades 3- 5. Whenever needed, ELL parents are provided with the fliers that are in their native languages, they have an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Materials that are used in ESL classroom to familiarize students with the state assessments include: Attanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics. Moreover, students are provided with prentice Hall regents ESL, Scott Foresman ESL, Spin by Longman, American English Today, Amazing English books, and the classroom library books. With the assistance of the stationary computer programs (Kidspirations, FunPhonics), Internet sources (Reading A-Z,Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math. Because of the low number of ELL population at our school, we don't receive Title III funding.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    In order to deliver native language support, reading levels labeled language books, the picture dictionaries, Webster dictionaries as well as Bilingual dictionaries are often used in the ESL instruction. We also provide a small collection of bilingual/native language reading books in the ESL classroom library that students can check out to take home. This year the teacher is to use her tablet with the online translations application so that it may serve better communication between the teacher and newcomers.The bilingual dictionaries and translated glossaries are available as a classroom resource, and may be provided as an accomodation when taking State examinations, and also, the Department of Education may provide them with the translated editions of some tests.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    The required services support, and resources correspond to ELL's ages and grade levels. The services provide support needed by ESL students to achieve and maintain a satisfactory level of academic performance. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Periodic Assessments and the Reading A-Z program to drive teaching goals and instruction.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    Our ELL population is quite small. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the licensed pedagogue, the teacher with an ESL license or the secretary. In case of the language barrier, school staff members serve as translators or Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, the child is or is notidentified as an eligible candidate for ESL instructional services.
18. What language electives are offered to ELLs?
    There are no language electives offered at our school.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    At this time p.S. 305 does not offer any Dual Language programs.

C. Professional Development and Support for School Staff

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

1. The ELL Specialist from the Children's First Network provides professional development and instructional support to the entire school staff (including ESL teacher). At monthly meetings conducted by Network, staff development is offered in differentiated instruction, Common Core Standards, Universal Design Learning and DOE's expectations in the areas of Literacy and Math. The ESL teacher and other staff members such as paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapist, secretary, and parent coordinator attend also the workshops offered by the Literacy Coach and the Network Content Specialist at school. Our ELA Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness.

Professional development is provided by school staff and Community Learning Support personnel organization. They focus on: scaffolding in the content areas, differentiation in the ESL classroom, ESL in the Mathematics classroom. Academic Intervention Specialists and ESL teacher go in the classrooms and provide professional support to the teachers of ELLs. ESL teacher participates in Regional Professional Development sessions, Office of English Language Learners PDs,Technical support sessions (LAP, BESIS) as well as faculty and grade conferences. In addition our grade leaders and subject facilitators in ELA and Math participate in vertical meetings across the grades to strengthen the instruction and practices that ensure student academic success.

2.Office of English Language Learners (OELL) shares many ELL -related professional development opportunities and educational resources that support ELL teachers as they engage in the Common Core learng Standards. Additionally, Pearson Ready Gen and Go Math! programs offer workshops and training sessions. One took place during the Summer and they will continue during the school year so that the teachers become more familiar with the new curricula and methodologies that are being implemented.

3. ESL teacher and the guidance counselor provide teachers, parents, and the students with information about different schools, helping make the proper placement decision of those ELL students who transfer from elementary to junior- high school. The Guidance Counselor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with Parent Coordinator, the Guidance Counselor organizes workshops for the parents, distribute the fliers and brochures informing about the open school days at various locations. There are links with Community based Organizations, and our Social Worker who represents the Woodwind Foundation helps the parents, students and the Guidance Counselor communicate and work with each other in assisting he ELLs in transition from one school level to another.

4. The ESL teacher and the ELL Specialist from the 531 Network will make presentations on effective learning and teaching strategies for ELLs at a Faculty Conference and grade meetings to fulfill the requirement of 7.5 hours of ELL training for staff. The teachers are also informed about the professional development evens and trainings provided by the Office of Language learners (OELL). The power point presentation and informThe ELL Specialist will also present to staff and support teachers throughout the year. The records will be maintained by keeping the meetings' agendas and the attendance sheets.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All parents of PS 305 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls.

At P.S. 305 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy.

Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents, and the Parent Coordinator serves as a Language Assistance Coordinator and she makes sure that all correspondence between the school and the parents is translated into the appropriate languages.

The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus on family literacy services. This helps them improve their understanding of the curriculum and assist families in supporting their child's education, or develop life skills that will improve the family life for our students. Information about community resources and support services are available for parents in the parent room. During the meetings and workshops there is a licensed pedagogue who serves as an onsite Spanish interpretor. Our Arabic parents usually provide their own interpretors, family or friends who translate for them; there is also over the phone translation available through Translation and Interpretation Services.

2.Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.

3.Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpretors and over the phone Translation and Interpretation service are always available.

4.Our activities are designed to support the Six Types of Parent Involvement as defined by Joyce Epstein's research.

(1) Parenting: Providing a supportive home environment.

(2)Communication: School and home exchange information about the child.

(3)Volunteering: Parents are recruited to help at school.

(4)Learning at home: Schools can provide guidance and materials to parents to involve them in their children's education.

(5)Decision making: Parents are represented and involved in school decisions.

(6)Collaborating with the Community: Identifying resources from the community to improve student learning and family life.

The onsite interpretors and over the phone Translation and Interpretation Services are always available.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DR. JULIA MORTLEY	Principal		11/5/13
BRUCE COPELAND	Assistant Principal		11/5/13
LORIE AYERS	Parent Coordinator		11/5/13
JOANNA WIZNER	ESL Teacher		11/5/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K305 **School Name: Dr. Peter Ray**

Cluster: 5 **Network: 531**

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.

The Home Language Identification Survey (HLIS) is provided to the parents upon registration at the school. On the Home language Survey, the parent provides the school with the parent's communication language preference. At the time of registration, parents are also notified about all the translation services available namely - the DOE's Translation and Interpretation Unit, and Over-the-Phone Interpretation Services.
The ELL Parent Information Kit (EPIC) which contains documents available in several languages is placed in a designated cabinet in ESL classroom. It is also available at theDOE website:
http://schools.nyc.go/Academics/ELL/EducatorResources/Parent+Information.htm

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.

At P.S. 305, there is a growing population of students who speak the Arabic language. This means that any written correspondence being sent home will have to be translated for these parents. The staff and parents are informed each year about any significant changes or trends in the ethnicity breakdown of the school and are aptly provided information about the school's written translation and oral interpretaion needs at the beginning of theyear faculty conference; at registration, Parent workshops and at PTA Meetings.

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.

The Home Language Identification Survey (HLIS) will be provided upon the registration at the school.
The parent will be notified in a timely fashion about eligibility for LAB-R testing, LAB-R results and a Parent-Teacher Orientation session for the parents of newly enrolled students.
At the orientation session, parents will be provided with information and choice regarding ELLprograms available in the New York City School System. Moreover, parents will be informed about the upcoming, citywide tests, the NYSESLAT results, and all documents containing critical information about their children's education.
In addition to this, the ESL teacher has an access to The ELL Parent Information Kit (EPIC) which includes: the Home Language Identification Survey, the ELL Parent Brochure, Parent Survey and program selection Form, and Parent notifications (Entitlement, Non-entitlement, Continued Entitlement, Placement, and Transition letters).
All of the above are available in several languages, and also at the DOE website:
htpp://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm

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.

Whenever there is a need, the oral interpretation services will be provided by in-house volunteers i.e., a teacher/para, a relative, or an Over the Phone Interpreter. The Translation and Interpretation Unit provides NYCDOE schools and offices with the resources for accessing oral interpretation services as well as on-site interpretation services for different events. In addition, the Office of ELLs will provide city-wide conferences for the parents of current and former English Language Learners (ELLs).

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.

Whenever there is a need, the oral interpretation services will be provided by in-house volunteers i.e., a teacher/para, a relative, or an Over the Phone Interpreter. The Translation and Interpretation Unit provides NYCDOE schools and offices with the resources for accessing oral interpretation services as well as on-site interpretation services for different events. In addition, the Office of ELLs will provide city-wide conferences for the parents of current and former English Language Learners (ELLs).