



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

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>19K306</b>
<b>School Name:</b>	<b>THE ETHAN ALLEN SCHOOL</b>
<b>Principal:</b>	<b>MS. LA WRENCE BURROUGHS</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Ethan Allen School Number (DBN): 19K306  
School Level: Elementary/Middle Grades Served: Pre-K through 8  
School Address: 970 Vermont Street Brooklyn, N.Y. 11207  
Phone Number: (718) 649-3155 Fax: (718) 927-2243  
School Contact Person: Ms. LaWrence Burroughs Email Address: Lburrou2@schools.nyc.gov  
Principal: Ms. LaWrence Burroughs  
UFT Chapter Leader: Mr. Clifton Sherman  
Parents' Association President: Ms. Felecia Fann  
School Leadership Team  
Chairperson: Mr. Clifton Sherman  
Student Representative(s): N/A

**District Information**

District: 19 Superintendent: Ms. Joyce Stallings-Harte  
Superintendent's Office Address: 557 Pennsylvania Avenue Brooklyn, N.Y. 11207  
Superintendent's Email Address: JStalli@schools.nyc.gov  
Phone Number: (718) 240-2700 Fax: 718-240-2751

**Cluster and Network Information**

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

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. LaWrence Burroughs	*Principal or Designee	
Mr. Clifton Sherman	*UFT Chapter Leader or Designee	
Ms. Felecia Fann	*PA/PTA President or Designated Co-President	
Ms. Tammy Vaughn	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Barbara Alston	CBO Representative, if applicable	
Ms. June Wiltshire	Teacher/Member	
Ms. Shaneek Lee	Teacher/Member	
Ms. Kristen Glemboski	Teacher/Member	
Ms. Natalie Campbell	Parent/Member	
Ms. Anjanette McAllister	Parent /Member	
Ms. Pamela Champbell	Parent/Member	
Ms. Jeanette Felder	Parent/Member	
Ms. Rhonda Hodges	Parent/Member	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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.

The Ethan Allen School, PS/MS306K, is a Pre-K through Grade 8 school with 628 students. We strive to provide each student with a standards-based education that promotes critical thinking, self-confidence and motivation resulting in academic achievement and social/emotional growth. Our goal is to create students who have the skills needed to be college and career ready. Our school population consists of 74% Black, 24% Hispanic, 2% Indian. 2% of our students are English Language Learners and 30% are students with special needs. We, as a school family, recognize that our students, including ELL's and SWD's, are dynamic with diverse learning styles, needs, readiness and interests.

Our school's mission statement is: The Ethan Allen School is a diverse and collaborative school community dedicated to excellence in education. Through our rigorous, student centered curriculum, we challenge our students to be problem solvers and critical thinkers. We provide them with the essential skills and social values necessary to put them on the path to college and career readiness as well as to become successful contributors to society. We also strive to foster positive relationships among parents, staff, students, and the overall school community. Our school goals and initiatives are focused on academic achievement for all students through curriculum alignment with CCLS, as well as development of social/emotional growth which will prepare our students for college and careers.

In order to support our teachers, staff, students, and parents, we have the 21st Century Grant which provides professional development, as well as academic support, for students. Our Jets Academy CBO provides homework help for students after school, as well as a focused curriculum that provides reading, writing, and math intervention services. During the after-school program, students receive AIS in math and literacy. They also take part in sports and arts which include flag football, stepping, African dance, and basketball. In January 2015, students in grades 2 through 8 will receive AIS a minimum of two days a week in literacy and mathematics.

Based on the School Quality Guide for the 2013-2014 school year, we are meeting our targets towards student progress and closing the achievement gap and we are approaching our target in student achievement. In order to continue moving forward, we have adopted the Teachers' College Writing program, which includes units of study in writing that provide students with opportunities to write in a manner that supports the Common Core Learning Standards.

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

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

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties,

and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

## 19K306 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	625      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	25	# SETSS	3      # Integrated Collaborative Teaching: 6
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	N/A      # Drama: N/A
# Foreign Language	N/A	# Dance	N/A      # CTE: N/A
School Composition (2013-14)			
% Title I Population	80.7%	% Attendance Rate	86.3%
% Free Lunch	85.7%	% Reduced Lunch	0.2%
% Limited English Proficient	1.9%	% Students with Disabilities	28.7%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	74.3%
% Hispanic or Latino	24.0%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White	0.3%	% Multi-Racial	0.4%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	10.73	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4	8.1%
Science Performance at levels 3 & 4 (4th Grade)	81.8%	Science Performance at levels 3 & 4 (8th Grade)	21.1%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	53.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
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		

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School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	625      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	25	# SETSS	3      # Integrated Collaborative Teaching      6
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	N/A      # Drama      N/A
# Foreign Language	N/A	# Dance	N/A      # CTE      N/A
School Composition (2013-14)			
% Title I Population	80.7%	% Attendance Rate	86.3%
% Free Lunch	85.7%	% Reduced Lunch	0.2%
% Limited English Proficient	1.9%	% Students with Disabilities	28.7%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	74.3%
% Hispanic or Latino	24.0%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White	0.3%	% Multi-Racial	0.4%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	10.73	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4	8.1%
Science Performance at levels 3 & 4 (4th Grade)	81.8%	Science Performance at levels 3 & 4 (8th Grade)	21.1%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	53.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
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		

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Types and Number of Special Classes (2014-15)					
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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

**Strengths**

- Teachers developed curriculum maps in mathematics, science, and ELA on all grade levels. Curriculum is challenging, engaging, and aligned across grades and classes are well-defined with clear expectations for student success. Teachers meet weekly to look at maps and design lessons that are CCLS aligned.
- Teachers are required to include two to three higher-order, rigorous questions that promote student discussions and questions.
- Teachers meet weekly during teacher team time for a block period of time to look at student work, analyze student data, modify curriculum when needed, develop lesson plans, discuss next steps and create an action plan for instructional implementation. Teachers meet as a grade and across grade levels.

**Needs**

Based on the PFSQR, and Tenet 3, Rigorous Instruction, our plan is to develop a system for the collection and analysis of timely data to ensure reliability between curriculum and assessment, and this will allow teachers to provide targeted, data-based, feedback to address achievement gaps, and students’ next steps. Teachers will then be able to adapt instruction and student groupings to increase student growth and achievement.

### Part 2 – Annual Goal

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

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of teachers will align pre and post assessments of units of study to curricula and analyze student outcomes to adapt instruction as reflected in lessons, unit plans, and curriculum maps that are reviewed on a weekly basis.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our research-based systems and structures are based on Paul Bambrick-Santoyo’s 2010 Four Key Principles of Data Driven Instruction. We will ensure that teachers are provided with the professional learning on a weekly basis with the data specialist to analyze their students’ data and develop differentiated student supports to ensure improved student outcomes. Teacher teams will meet regularly to discuss the data process and focus instructional strategies leading to student results. Teachers use pre and post formative and summative assessments across grades and in content areas so that alignment between curriculum and assessments is ensured.</p>	<p>All Teachers</p>	<p>On-going from September 2014-June 2015</p>	<p>Data Specialist and Administrative Team</p>
<p>All teachers will implement a school-wide data system that includes developing daily/weekly lesson assessments that are aligned to curriculum and CCLS. Teachers will adapt curriculum to support all student subgroups. A comprehensive school-wide assessment calendar has been created and all teachers continue to be trained in understanding data, and creating learning targets and goals, for all students, including ELLs and SWDs.</p>	<p>All Teachers</p>	<p>On-going from September 2014-June 2015</p>	<p>Data Specialist and Administrative Team</p>
<p>In addition to the SLT, all parents are given opportunities to attend trainings on the academic progress of their children. Parents are invited to celebrations and recognition ceremonies for students. Parents are also provided with a monthly newsletter highlighting content area overview and ways to support students.</p>	<p>All Teachers</p>	<p>On-going from September 2014-June 2015</p>	<p>Data Specialist and Administrative Team</p>
<p>We develop trust through including all stakeholders - students, parents, staff, and administrators – in ongoing collaborations and communication. The Professional Learning Committee includes key staff and administrators in planning meetings. Communication between staff and families is enhanced through newsletters, weekly staff letters, and mutual respect.</p>	<p>All Teachers</p>	<p>On-going from September 2014-June 2015</p>	<p>Data Specialist and Administrative Team</p>

**Part 4 – Resources Needed**

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

Provide teachers with structured times during and after school to meet on grade level and across grade levels with the data specialist

Per session and coverage funding

Per session for curriculum mapping

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**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.

February 2015 School developed mid-terms for all grades to determine student progress.

February 2015 Review of observations, focusing on feedback to teachers as to relates to student groupings and the use of data to drive instruction.

**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.

**Strengths**

- Teachers on the middle school level use Datacation to submit anecdotes on student behavior. The anecdotes are sent via email to the administrative staff, guidance counselors, and dean. Follow-up with students and parents is then conducted by one or all of the above individuals.

**Needs**

- Based on the PFSQR, Tenet 5, the school will create a formal student support team of staff and supervisors. We will create a school-wide system for referral and support for all students. We will incorporate into support team meetings, the use of Datacation online tracking of students’ goals and progress, including behavioral, attendance and other social and emotional indicators. For elementary teachers, we will incorporate the same through daily emails. There will be additional differentiated support for girls and boys from Breaking the Cycle and Man Up programs that will begin in January 2015.

**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, there will be a decrease of 20% in student suspensions.  
 By June 2015, there will be an increase of 2% in student attendance.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Our research-based systems and structures for creating a supportive environment is based on Joseph Durlak’s study, "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Intervention".</p> <p>The school/teachers will:</p> <p>Convene a group of core teachers who will meet with administrative staff on a monthly basis to discuss and develop a plan of action for teacher concerns that are centered around students’ social and emotional issues, instructional issues, and school environment.</p>	All Teachers/Staff and Administrative Staff	September 2014-June 2015	Lead Teachers and Administrative Staff
<p>Develop a system for teachers and staff to refer, as well as monitor daily, student’ progress toward their social and emotional learning.</p> <p>Implement a mentoring program for boys through the Man-Up program and Breaking The Cycle program for girls.</p>	All Teachers/Staff and Administrative Staff	September 2014-June 2015	Lead Teachers and Administrative Staff
<p>The Mobile Response Team will conduct parent workshops that provide parents with information and allow for parent voice and input on children and family counseling services, strategies that assist parents with dealing with family issues. This will strengthen the home-school connection and ensure the safety and academic success of all students.</p> <p>Conduct workshops for teachers that focus on dealing with challenging students and how to show empathy for students.</p> <p>Our 21st Century grant will also provide teachers and parents with professional development.</p>	All Teachers/Staff and Administrative Staff	September 2014-June 2015	Mobile Response Team, 21st Century PD Coaches
<p>Trust will be built through monthly feedback on the effects of the workshops from parents during SLT meetings, from teachers during Faculty Conferences and UFT Consultation Committee meetings.</p> <p>Teachers and parent will be given the opportunity to complete a survey at the end of every workshop and the information will be used to plan additional workshops.</p>	Parents, Parent Coordinator, Professional Development Coach, Administrations	September 2014-June 2015	Lead Teachers and Administrative Staff

### Part 4 – Resources Needed

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

Per diem and per session for professional learning sessions after school and during school.

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**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.

1. In January 2015, teachers will be given a survey to determine progress.
2. In January and April, 2015, OORS reporting system will be analyzed to determine if there is a decrease in the reporting of incidents.  
February 2015 comparisons of student attendance each month on each grade.

**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.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E

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

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

**Strengths**

In teachers’ respective grade level team meetings, teachers look at student work to determine alignment to the CCLS, students’ strengths and areas in need of further development. Teachers will discuss instructional practices and strategies that meet the needs of their students, especially those in the bottom third. Teacher share their work and discuss implications for grade-wide instructional planning.

**Needs**

Based on the PFSQR and the SOP 4.3, in order to move to a rating of Effective in Tenet 4, the school will ensure that lesson planning and instructional practices are aligned to CCLS curriculum maps and include multiple entry points to provide students with varied ways to engage in learning and achieve their targeted goals. Teachers will be provided with professional learning sessions for creating leveled tasks, including supplemental and accelerated activities to meet students’ learning needs.

**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, 80% of teachers will collaborate in monthly cycles of inquiry following the protocol for Looking At Student Work, to monitor the effectiveness of instructional practices and develop lesson plans that include multiple points of

access for all students, including ELLs and SWDs.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Based on the Chancellor’s Professional Learning Handbook, school administrators will ensure collaborative professional learning opportunities for teachers around effective teaching practices.	All Teachers	September 2014 through June 2015	Administrative Team
Provide teachers with at least two periods weekly for teacher team meetings to look at student work, analyze data, and plan instruction that meets the needs of all students including SWDs and ELLs. Teachers are expected to include in lesson plans, multiple entry points that focus on different groupings and differentiated tasks.	All Teachers	September 2014 through June 2015	Administrative Team
Parents will be offered professional learning workshops from the ESL teacher, IEP teacher. 21st Century programs focus on how to assist their child/children at home in meeting the CCLS and ensuring a home school connection.	All Teachers	September 2014 through June 2015	Administrative Team
Trust will be built through teacher/administrative collaboration. Walkthroughs done by a team of teachers and administrators will allow all to develop a common understanding of the Danielson Framework for Teaching and how to include multiple entry points in lessons.	All Teachers	September 2014 through June 2015	Lead Teachers, Administrative Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session and per diem funding for teachers and administrators

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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

January 2015, review of formal and informal observations using the Danielson Framework for Teaching and feedback that includes student engagement and multiple entry points in lessons and lesson plans.

**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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

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

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

**Strengths**

Teachers ensure school-wide assessment practices that consistently reflect the use of ongoing checks for understanding and actionable feedback to improve student outcomes. Teachers maintain classroom data binders which include formative/summative assessments and student work products which are used to monitor progress.

**Needs**

Based on the PFSQR and SOP 2.4, in order for our school’s strategies and practices to align with the concepts in the Effective range of Tenet 2, the administrative team will revise the current observation and feedback structure to ensure that every teacher receives targeted feedback that is specific and detailed for improving instructional strategies and integrating the CCLS, and for using resources related to instructional improvement. The administrative team will implement a system for monitoring teachers’ progress on identified components of the Teacher Effectiveness Framework.

### Part 2 – Annual Goal

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

By June 2015, 75% of teachers will show growth in the Danielson's Components 3B, 3C, and 3D as evidenced by formal and informal observations.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Based on the Danielson Framework For Teaching, all teachers will use a self-reflection form for their post observation feedback session that provides them with the opportunity to assess their instructional practices, and determine next steps.	All Teachers	September 2014 through June 2015	Administrative Team
All teachers, including teachers of SWD's and ELL's will be given the opportunity to attend professional learning workshops in strategies in student engagement, questioning, and assessments.	All Teachers	September 2014 through June 2015	Administrative Team
Parents will be given the opportunity to attend the schools Open House where they will receive information regarding the school curriculum for all grades and subjects.	Parents	September 2014 through June 2015	Administrative Team
Trust will be built through collaborative Feedback sessions that allow teachers and administrators to engage in collegial discussions relating to current instructional practices. The teachers and administrators will develop a timeline for follow-up and support ensuring transparency between stakeholders.	All Teachers	September 2014 through June 2015	Administrative Team

**Part 4 – Resources Needed**

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

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

**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 January 2015, the administrative team will review teacher growth in targeted areas by reviewing formal and informal observation feedback, teacher growth and development professionally through the attendance of professional learning sessions, to determine consistency in feedback and teacher’s growth in instructional practices.

**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.	D
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.

**Strengths**

The school conducts monthly parent workshops through the 21st Century grant. The assistant principal holds a Second Cup of Coffee workshop every month which provides parents with support around new initiative, personal health, academic student support, college and career readiness skills for students, and career development .

**Needs**

Based on the PFSQR and the SOP 6.4, in order for the school’s strategy and practices to move to an effective rating, the school must develop a shared vision among staff, students, families and community organizations that focuses on high expectations and resources to support student learning and growth. We are providing professional learning for all staff on how to communicate and work with families in a positive, respectful and sustained partnership to effectively collaborate to meet students’ academic, social, and emotional needs and promote learning goals.

### 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 20% increase in the number of parent/guardian participants in parent teacher conferences and parent meetings as evidenced by parent surveys and sign-in sheet.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Our systems and structures for developing strong parent and community ties are based on Karen Mapp’s Family Engagement Capacity Building Framework and parent surveys at the beginning of the year. Communication to parents, teachers, and staff will be done through letters, emails, newsletters, and workshops.	All Parents	October 2014 through June 2015	Administrative Staff, Teachers, Professional Learning Teaching Artists
All teachers, including teachers of SWD’s and ELL’s, will be provided with professional learning that focuses on the development of goals for students and strategies that will help support parents in addressing students social/emotional and academic needs.	All Parents	September 2014 through June 2015	Administrative Staff and All Teachers
During weekly parent outreach time, teachers will be encouraged to communicate regularly with families about their child’s academic, social and emotional growth. Each grade will develop monthly newsletters for parents to provide information on curriculum, student work, academic and social/emotional achievements of students.	All Parents	September 2014 through June 2015	Administrative Staff and All Teachers
In order to develop trust with parents, we will continually communicate students’ academic progress, school initiatives, parent meetings, and any information that relates to the school through monthly progress reports, school newsletters, emails, and memos/letters to parents.	All Parents	September 2014 through June 2015	Administrative Staff and All Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
In order to encourage parents to be a part of the school community, we will conduct some of the workshops in the afternoon, following the end of the school day. Teachers and outside teaching artists will be paid per session/fee to conduct afterschool professional development. Per session funding will be needed for these 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.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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.

In January 2015, a review of parent sign in sheets and surveys from conferences and parent meetings.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Since the school is a Focus school, all students are eligible for AIS services.	All students will be provided an additional period of literacy that will focus on TC Writing strategies.	TC Writing will be delivered in small groups and whole class sessions	During the school day.
<b>Mathematics</b>	Since the school is a Focus school, all students are eligible for AIS services.	Small group and individualized instruction. New York State Coach and Crosswalk Coach are used to address the needs of our struggling students. These are used for instructional and assessment purposes. Teachers track student progress and administrators review data	Students will receive AIS services a minimum of two times weekly in small groups of fifteen or less.	After school two days a week.
<b>Science</b>	Since the school is a Focus school, all students are eligible for AIS services.	All students will be provided an additional period of literacy that will focus on TC Writing strategies.	Students will receive AIS services a minimum of two days a week during after-school beginning January 2014.	After school two days a week.
<b>Social Studies</b>	Since the school is a Focus school, all students are eligible for AIS services.	Teachers will use ELA strategies in conjunction with unit tests, exit projects, chapter tests and benchmarks to address the needs of the students.	Students will receive small group support within the class during their social studies period. Students will focus on close reading of documents and respond to DBQ's using evidence from the text to guide	During the school day.

			discussions and writing.	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Since the school is a Focus school, all students are eligible for AIS services.	Individual and group counseling will be provided by the guidance counselor, school psychologist, Mobile Response Team, and school social worker to address students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling and if needed, referral for outside family counseling.	Conduct informal observations and tests to assess academic skills and behavioral difficulties. Provide psychological counseling to help resolve interpersonal problems that interfere with school performance.	During the school day.

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

x	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

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

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

Strategies and activities include recruiting and interviewing highly qualified ATRs. Administrators and key staff will contact and interview prospective teachers who have submitted resumes.

**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).

Principal, assistant principals, teachers, and paraprofessionals will attend high quality professional learning provided by the NYCDOE, CFN 535, and outside staff developers. All individuals who attend PD will turnkey information to staff.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

To assist students and parents with the transition, parent workshops are conducted monthly on topics such as curriculum, Common Core Standards, and strategies for helping with homework. All teachers, including Pre-K teachers, have access to the curriculum maps in Rubicon Atlas where teachers can provide notes and anecdotes on students which can be viewed by all.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers participate in curriculum mapping where assessments are developed and included in the maps. Teachers are provided professional learning during teacher team meetings to discuss and analyze data from the assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	503,212	x	8, 9, 12, 13, 15, 18, 21
Title I School Improvement 1003(a)	Federal	16,961	x	8,9
Title I Priority and Focus School Improvement Funds	Federal	128,6782	x	12,13,15,18,21
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,339,815	x	8, 9, 12, 13, 15, 18, 21

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

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

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

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

- 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.

<sup>2</sup>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.

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### 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. **Ethan Allen, 19K306**, 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. **Ethan Allen, 19K306** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

**Ethan Allen, 19K306**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>306</b>
School Name <b>THE ETHAN ALLEN SCHOOL</b>		

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

Principal <b>LaWrence Burroughs</b>	Assistant Principal <b>Yasmin Moodie</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Elba Nieves</b>	Guidance Counselor <b>Tamau Elliott</b>
Teacher/Subject Area <b>Donna Sowerby/IEP Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Helene Thomas</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>599</b>	Total number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>2.50%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-in	0	0	0	0	0	0	0	0	0					0
Pull-out	2	1	0	2	2	0	5	1	2					15
<b>Total</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	9	0	3	2	0	1	4	0	2	15

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	9	0	3	2	0	1	4	0	2	15
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	1		2	2		5	1	1					12
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian	1													1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2					1	1	1						5
Intermediate(I)	1		1	2				1						5
Advanced (A)			1			4								5
Total	<b>3</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4									0
5	3		2						5
6									0
7	2								2
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									0
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	0			
Integrated Algebra	0			
Geometry	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			
Global History and	0			
Geography	0			
US History and	0			
Foreign Language	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tools that our school uses to assess the early literacy skills of our ELLs are DRA, TCRWP and the NYSESLAT. The DRA, TCRWP and the NYSESLAT data helps to determine the appropriate instructional plan for our ELLs in which scaffolding and differentiating instruction is based according to the score and grade level, as well as by individual student need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers.

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](#))

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

4. For each program, answer the following:

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

#### 4. Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, DRA, TCRWP, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use of technological activities in the classroom.
- Utilization of the Pearson's "Ready Gen" reading program for grades K-5 and grades 6-8 "Code X" Scholastic program, both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" programs for grades K-5 and grades 6-8 Pearson's "Math Connections" to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT (Title III), contingent upon Title III funding.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

#### Implications for teaching ELLs in English Language Arts

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

- Ensure that the Assistant Principals work closely with teachers (ELA, ESL) to support rigorous instruction.
- Implement a print rich environment, use of bilingual dictionaries and bilingual glossaries in the ELA classrooms.

#### Implications for teaching ELLs in Mathematics

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Incorporating writing as a component of the mathematics lesson, e.g. journals.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Ensure the identification and analysis of student strengths and weaknesses to drive and differentiate instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Assistant Principals work closely with teachers to support rigorous instruction.

#### Implications for teaching ELLs in Social Studies

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy coach works closely with the Social Studies teachers to support rigorous instruction.

#### Implications for ELLs in Science

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed science teacher to deliver instruction as stipulated by NCLB and CR Part 154.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Ensure the identification and analysis of student strengths and weakness to drive and differentiate instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Science teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Science Coordinator works closely with the ESL teacher to support rigorous instruction.

#### Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation.
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

## Plan for Long Term ELLs

Long term ELLs are one of the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the Pearson's "Ready Gen" program for grades K-5 and grades 6-8 use the "Code X" Scholastic program, both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" for grades K-5 and grades 6-8 use Pearson's "Math Connections" to enrich their language and academic skills.
- Small group pull-out AIS during the school day.

## Plan for Special Needs Students

We have 5 students of special needs that require ESL services. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services during the school day. School assessment team is consulted, when possible, if special needs concerns arise.

The Language Allocation Policy and instruction focuses on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students' needs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. The teacher of ELLs uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

For school year 2013-2014, PS/MS306K will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

## ELA/ESL

The PS/MS 306K literacy curriculum includes a minimum of 150 minutes of literacy instruction with a 100 minute reading block and a 50 minute writing block for all grades/classes. The reading block for grades K through grade 5 use the Pearson's "Ready Gen" program and grades 6-8 use the "Code X" Scholastic program, both fully aligned and meeting the CCLS rigorous requirements, including whole and small group, differentiated instruction. Curriculum Maps for each grade have been established and continuously revised by teachers' input, based on data and the individual needs of their students. They also serve to assist teachers with their pacing and focus of each lesson. Literacy centers are facilitated daily, including guided reading practices where all students, including ELLs, receive teacher led and independent practice. Each program, Ready Gen and Code X, both have an ELLs intervention kit and additional ELL intervention lesson plans within the core program. The intervention kit is implemented and monitored by our ELL teacher, Ms. Nieves, while classroom teachers use the intervention core lesson plans in addition to other manipulative materials such as flashcards, audio books, and vocabulary games monitored by Ms. Nieves. All classroom libraries are appropriately leveled in accordance to the CCLS and labeled as such by level and genre. Beginning in January of the school year, each class will additionally be engaged in the process of developing a Performance Task (a long-term project, representing a focus of each grade's ELA and Math curricula) which every student will be required to present at the end of the school year.

## Mathematics

The Pearson's "Go Math" core curriculum program for grades K-5 and Pearson's "Math Connections" for grades 6-8 are used for math instruction. One hundred minutes of instructional time in math is provided every day, with at least 50 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions with ESL methodologies.

## Science /Social Studies

PS/MS306K has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies. All classes receive atleast two periods a week of instruction in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in Science. It is expected that this program will continue.

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](#).)

PS/MS 306 uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (grades K-5) by providing the opportunity, through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data collected as part of progress monitoring are used to make informed decisions about changes to instruction and/or intervention.

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

A child's second language development is considered in instructional decisions by:

- Considering the specific characteristics of the first language.
- Building on research with monolingual English-speaking students as well as first-language research on literacy, but make adaptations to develop English-learning students' oral-language proficiency in second-language content area instruction.
- Ensure students have access to grade-appropriate knowledge and skills by using methods such as scaffolding and using the student's native language.
- Differentiate instruction based on ongoing progress monitoring.
- Simultaneous and explicit teaching of language and literacy
- Explicit instruction of academic language used in the grade level academic content area and aligned to grade level standards.

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?

N/A

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

Describe ELL program success

The success of the ELL program is measured in many ways. It is measured by the advancement of the ELLs on the NYSESLAT, by improvements in writing and speaking ability, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments.

## Part IV: ELL Identification Process

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

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

At enrollment, Ms. Nieves, a trained pedagogue administers a Home Language Identification Survey (HLIS) in the language that the parent or guardian is comfortable with to determine what language the child speaks at home. This process also includes an interview in the parents' home language. Upon looking at the HLIS and determining potential flagging as an English Language Learner (ELL), Ms. Elba Nieves or another fully certified, licensed pedagogue, trained in the intake process performs an informal

interview with the child in English and if necessary, in the child's native language to see how proficient the child is both in English and his/her native language. An interview is also conducted with the parent in his/her native language. Based on the responses on the HLIS, Ms. Elba Nieves the ESL teacher, determines whether or not the student is a potential ELL and administers the English LAB to determine English language proficiency. If the child scores below proficiency on the LAB-R, he or she becomes eligible for state-mandated services for ELLs. If the child speaks Spanish, then the Spanish LAB is administered to see how proficient the child is in his/her native language. This is an ongoing process and is done within ten days of registration. Once the LAB-R is hand scored, students are initially placed in an appropriate classroom and placement letters are sent to parents informing them of this.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents are invited within ten days of registering their child in New York City to attend our parent orientation to understand all three program choices: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (FESL). The process begins when a student is determined to be a potential ELL via the HLIS. Parents are invited to an orientation to learn and make an educated decision about the three models of ESL programs available. The initial invitation is backpacked with a response time line of five days. If no response is received a second notice is backpacked and sent home. After a second non response, a phone call is made to reach out to the parents and invite them to the orientation. At the orientation, Ms. Elba Nieves assisted by Ms. Helene Thomas, the Parent Coordinator; parents view the DVD in their home language. They are asked to enter their choices on the program choice form and all questions from parents are answered by Ms. Nieves.
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 [\[see tool kit\]](#).)  
Once the official LAB-R scores are released, Ms. Nieves, the licensed ESL teacher, sends out the entitlement and non-entitlement letters informing parents or guardians of their child's status as an ELL; as well as, ESL services provided for those students who are designated as ELLs. Based on the parent program selection choice, the students are placed in the program of choice. Parent program selection forms are completed on site and collected by Ms. Nieves, the ESL teacher. Parent surveys and program selection forms are kept in student's file and additional copies of the parent survey and program selection forms are kept by the ESL teacher, Ms. Nieves, in a binder. A copy of the parent surveys are also given to Ms. Helene Thomas, the parent coordinator. If a parent does not return the parent program selection form, the student is placed in the ESL program.
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.  
The criteria we use to place in the appropriate classroom are based on the first choice in the parent program selection survey. After the orientation, parent choices are tallied on a survey intake form. If parent chooses a bilingual program for their child, as per *Aspira* consent decree, the school is required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades.
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.  
In the Spring of every school year, all ELLs are administered all the sections of the NYSESLAT exam. We look at the RLER and RLAT reports to double check and determine that all students are eligible to take the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested has been ESL as their number 1 program of choice (100% ESL). In years 2010 to 2013, all parents who enrolled their students for the first time chose ESL as their preferred program.

## 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. PS/MS306K has a free standing, pull-out/push-in heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. In addition, Ms. Elba Nieves, the ESL teacher's native language is Spanish and is fluent in the language.
    - b. Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull-out/push-in ESL classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Ms. Nieves, the ESL teacher, ensures that all students receive the mandated minutes of ESL instruction per week as per CR 154 based on proficiency levels from the LAB-R and NYSESLAT. To ensure that the mandated number of instructional minutes is provided, the ESL teacher will post a copy of her program schedule where it is easily visible by school leadership. A copy of each student's schedule is given to the classroom teacher.
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.

Scaffolding and differentiated instruction is based on student proficiency level and collaborative planning by classroom and content teachers. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. Text is adapted to meet each student's individual needs as needed. In addition, native language support, such as the use of bilingual dictionaries, materials in the native language, and strategic homogeneous linguistic grouping are offered to all ELLs. A literacy approach is aligned to the criteria of Common Core Learning Standards (CCLS) that is consistent with the ELA approach in

most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

PS/MS306K offers a freestanding ESL program which uses the pull-out/push-in model. In the pull-out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. Students travel to another classroom to receive ESL instruction which is provided by Ms. Elba Nieves, a certified teacher. In the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The programs are available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. The allotted time for ESL instruction is determined by the students' English language proficiency levels. The school schedule is as follows: Middle school begins at 8:00 am and ends at 2:40 pm, Elementary school begins at 8:50 am and ends at 3:30 pm. Thorough consideration to scheduling needs is given by Ms. Elba Nieves, the ESL teacher, to allow Beginning and Intermediate students to receive 360 minutes of instruction weekly (double periods/45 minutes each period, four times a week), while Advanced students receive 180 minutes per week (one period/45 minutes, four times a week). Students are grouped in heterogeneous groups. Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies aligned with the CCLS. Content areas are taught in English using ESL strategies and aligned with the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Native language support is provided as needed. The school library, classroom teachers, parents and ELL students in grades three through eight each have a set of bilingual glossaries for use in the student's native language for Math, Science and Social Studies. Bilingual dictionaries are also available for student use in all grades.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by their content teachers and Ms. Nieves, the ESL teacher, who align lessons using SIOP to the CCLS. Ms. Nieves, the ESL teacher differentiates instruction according to the NYSESLAT score and grade level, as well as by individual student need as measured by writing samples, observations, conferencing and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs.
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).

#### English Program

##### Current English Language Learners Instructional Programs

PS/MS306K implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to:

- Assist students in achieving English Language proficiency within three years.
- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

##### Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades kindergarten through grade eight. They range from Beginners to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out assistance in their classroom. The teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL

teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

#### Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

#### a. Plan for SIFE :

There are no SIFE students currently enrolled at PS/MS306K. In the event, that a SIFE enrolls in our school, they will participate in the ESL program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

#### b. Plan for ELLs in school less than 3 years/ Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication
- Bilingual glossaries in student's native language and bilingual dictionaries are supplied.

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

#### c. Plan for ELLs in school 4-6 years :

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ESL Pull-out/Push-in program at PS/MS306K focuses on the following for all ELLs:

- Academic rigor

- The use of ESL methodologies during instruction
- Alignment of all instruction with the Common Core State Standards and the New York State ESL Learning Standards
- The recruitment and retention of high quality teachers of English Language Learners.

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long terms ELLs are one of the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Pearson's "Ready Gen" reading program for grades K-5 and grades 6-8 "Code X" Scholastic program, both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" programs for grades K-5 and grades 6-8 Pearson's "Math Connections" to enrich their language and academic skills.

e. Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and an after-school program.

Plan for Former ELLs (in years 1 and two of testing proficiency):

- Former ELLs will continue to receive all ELL testing accommodations.
- Former ELLs can participate in the school's supplemental ELL program if the activities would further benefit the language development of the participating students.
- Former ELLs can continue articulation and support with Ms. Nieves, the ESL teacher.

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?

Plan for ELL Special Needs Students

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services during the school day.
- Instructional strategies and grade-level materials that teachers of ELL-SWDs will use that both provides access to academic content areas and accelerate English language development are as follows:
- Small group/individual instruction
- Directions repeated and rephrased
- Additional practice and repetition of tasks
- Information given in small increments
- Differentiated instruction grouping
- Manipulatives and picture cues
- Multi-modality instruction
- Behavior modification techniques to motivate students and limit frustration (Ethan Allen Bucks for school wide behavior modification)
- NYSAA - Alternate grade level indicators (modified standards)
- Ongoing assessments, evaluations and observations will address appropriate placement and concerns of teachers and parents.
- At-Risk counseling
- At-Risk resource room

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?

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

### 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

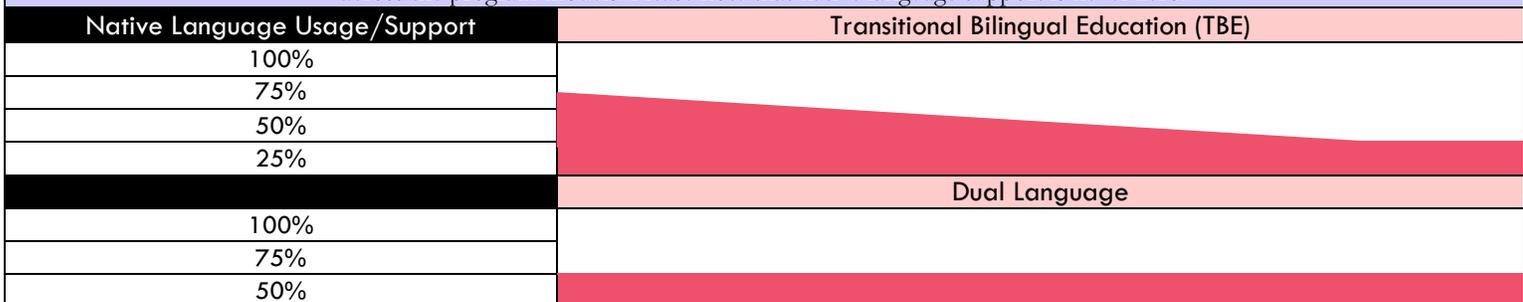
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Our current ELL population is supported by Ms. Nieves, the ESL teacher who is proficient in Spanish.
- As often as possible, we make sure to pair our ELLs with students who speak their native language and use peer to peer instruction to ease shyness of expression. We institute the use of computer aided dictionaries and language programs as well as visual aids and native language literature.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- PS/MS306K 's free standing, pull-out/push-in heterogeneous ESL program is meeting the needs of the ELLs in content and language development by providing all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group and/or providing native language support resources .
11. What new programs or improvements will be considered for the upcoming school year?
- Currently, we are using the Pearson's "Ready Gen" reading program for grades K-5 and grades 6-8 "Code X" Scholastic program, both fully aligned and meeting the CCLS rigorous requirements and Pearson's "Go Math" programs for grades K-5 and grades 6-8 Pearson's "Math Connections" to meet students' needs at their level of performance.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equal access to all programs
- ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at PS/MS306K.
- After school programs for ELLs
- ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program will be conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.
- ELLs in grades 3 to 8 are given the opportunity to attend small group sessions in literacy and math on Saturdays from 9:00 am to 12:00 pm in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials including technology/ Instructional materials in Content Areas
- PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology such as student laptops and Smart Boards. The Freestanding ESL program does not use a particular text, using literacy instruction as an element alligned to the criteria of CCLS. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:
- Attanasio and Associates Getting Ready for the New NYSESLAT
  - New York State Coach: ELA
  - New York State Coach: Mathematics
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Support
- Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual glossaries and dictionaries and text in Spanish, Haitian Creole, French and Begali, whenever needed. Spanish speaking ELLs are provided

additional support by the Spanish speaking ESL provider that is their teacher.

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

**Support Services**

All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselor assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in their native language to ensure effective communication and parent involvement.

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.

**Supplementary Programs**

In order to support learning and foster community involvement, we use our funding to create a supplementary program for ELLs. These include:

**•21<sup>st</sup> Century Programs:**

Middle School ELLs are offered to participate in the 21<sup>st</sup> Century Program which is held on Mondays and Wednesdays from 3:15 pm to 5:15 pm. ELLs have the opportunity to learn African Dance, percussion/drumming and martial arts. On Saturdays, African Dance and percussion/drumming is offered from 12:00 pm to 1:00 pm. In addition, Step Dance and Basketball is offered on Tuesdays and Thursdays from 3:15 pm to 5:15 pm.

**21<sup>st</sup> Century Academic Enrichment Program:**

ELLs in grades 3 to 8 are given the opportunity to attend small group sessions in literacy and math on Saturdays from 9:00 am to 12:00 pm in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

**•"I Will Graduate" Program:**

Middle School ELLs are offered to participate in the "I Will Graduate" program offered on Fridays from 3:30 pm to 5:30 pm. ELLs have the opportunity to learn Marching Band and/or participate in the Youth Recording Apprentice program.

18. What language electives are offered to ELLs?

The following programs foster community involvement but are at no cost to Title III funding:

•Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Family Day, the Annual School Bar-B-Q, Multicultural Day, and Flag Day. At these events, the school and community can come together to recognize student achievements in arts and academics.

•Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

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)?

N/A

## 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. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

- The literacy needs of our ELL population within the prescription of the Pearson's "Ready Gen" reading program and grades 6-8 "Code X" Scholastic program, both fully aligned and meeting the CCLS rigorous requirements.

- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

- Professional Development is offered for all staff in all content areas through the office of English Language Learners and our network support team. In addition, workshops and individual teacher conferences are provided by Ms. Nieves, the ESL teacher, on ESL strategies and classroom instruction that works with ELLs.

### 2. and 3. Support Personnel: Workshops taken by teachers or our ESL staff have included:

- Scaffolding in the content areas

- Native Language Literacy Development

- Differentiation in the ESL classroom

- ESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2013 until June 2014.

### PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment as well as the school developed curriculum around the Ready Gen and Code X program.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into

long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- Sheltered Instruction Observation Protocol (SIOP): A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.

- Cognitive Academic Language Learning Approach (CALLA): A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.

- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.

- Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.

- Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

#### 4. Training of all staff – 7.5 Hours required/ records

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at PS/MS306K are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of our network. The training will be facilitated to staff in the Spring. Each participant will be awarded a certificate of completion upon completion of the training series.

## 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. During the school year, parents of our ELL students are invited to attend parent workshops during the regular school day and/or after school which will be offered in their native language, whenever possible. These workshops will focus on: expectations of the ELL student, promotional criteria, helping their child to meet the city and state standards in ELA and mathematics, assessments that their children will be taking (NYSESLAT, LAB-R, ELA, City and State Mathematics) during the school year. These workshops are held on a monthly basis by the ESL Teacher and guidance counselor who will have an interpreter for those parents who do not speak English. Other workshops that are offered are Second Cup of Coffee and 21st Century Empowerment Initiative. The Second Cup of Coffee workshop is offered by Donna Sowerby, the IEP teacher; Helene Thomas, Parent Coordinator; and Tamau Elliott, Guidance Counselor consisting of data information and issues and concerns of parents. The 21st Century Empowerment Initiative offers parents workshops on successful parenting, resiliency and other social issues. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child's classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to complete a survey to address their needs and concerns. Also, they are instructed in their native language, on how to use Aris Parent Links to look up academic and attendance information on their child. Parents of ELLs are provided interpretation services by staff, such as Ms. Nieves, the ESL teacher who is proficient in Spanish and the Translation and Interpretation unit of NYCDOE. Parents are also invited to the Family BBQ and to help in the school garden. Letters are provided to parents or guardians in their language of choice.

2. Learning Leaders is a free program offered to parents to promote parental volunteers. There are three sessions offered throughout the year consisting of training in literacy and math skills, in order for parents to help their children achieve academically.
3. The needs of the parents are evaluated through needs surveys given by Ms. Helene Thomas, Parent Coordinator, in their native language.
4. Parent involvement activities address the needs of parents by having them receive flyers and invitations in their native language.

## 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: **ETHAN ALLEN**

School DBN: **19K306**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LaWrence Burroughs	Principal		12/9/13
Yasmin Moodie	Assistant Principal		12/9/13
Helene Thomas	Parent Coordinator		12/9/13
Elba Nieves	ESL Teacher		12/9/13
	Parent		
Donna Sowerby/IEP Teacher	Teacher/Subject Area		12/9/13
	Teacher/Subject Area		
	Coach		
	Coach		
Tamau Elliott	Guidance Counselor		12/9/13
	Network Leader		
	Other _____		

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

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

DBN: **19K306**

School Name: **Ethan Allen**

Cluster: **CEI-PEA**

Network: **535**

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

**Part A: Needs Assessment Findings**

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

Parents of ELLs are offered written and oral interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents in Spanish, Haitian Creole, French and Bengali. Additionally, interpretation services are a daily help in communication between school staff and parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The needs of the parents are evaluated through needs surveys given by the Parent Coordinator in their native language.

## Part B: Strategies and Activities

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

Parents of ELLs are offered written interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents in Spanish, Haitian Creole, French and Bengali. Written interpretation services are a daily help in communication between school staff and parents. Parent involvement activities also address the needs of parents by having them receive flyers and invitations in their native language.

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.

Parents of ELLs are offered oral interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, oral interpretation services are a daily help in communication between school staff and parents.

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>.

PS/MS 306 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services in their native language. PS/MS 306 will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

